



UNIVERSIDAD DE LA RIOJA

TRABAJO FIN DE ESTUDIOS

Título

El uso del modelo SAMR para mejorar willingness to communicate en aprendices de inglés como lengua extranjera

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Titulación

Máster Universitario de Profesorado, especialidad Inglés

Departamento

FILOLOGÍAS MODERNAS

Curso académico

2016-17



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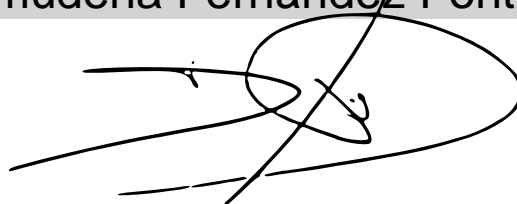
Trabajo de Fin de Máster

**The use of SAMR model to
improve EFL learners'
willingness to communicate**

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MÁSTER:

Máster en Profesorado, Ingles (M04A)

Escuela de Máster y Doctorado



**UNIVERSIDAD
DE LA RIOJA**

AÑO ACADÉMICO: 2016/2017

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1. THEORETICAL FRAMEWORK

1.1 Oral Communication Skills in English

The research study of this project emphasizes mainly the development of the speaking skill by using the English language. Because of this, it should be started by mentioning the linguistic competence in oral terms, as well as remarking some aspects related to communication that we have seen in this Master.

In this section, it is necessary to mention the subject *Complementos para la Formación Disciplinar (Inglés)*, in which we had to understand and put into practice a set of L2 methods and approaches. However, as this project, as said above, is mainly focused on activities related to the improvement of oral skills, we should point out the Communicative Approach in this section. This manner of teaching, according to Diane Larsen-Freeman (2000: 121), has the objective of making “communicative competence the goal of language teaching and acknowledging the interdependence of language and communication”.

In conclusion, it is a fact that the speaking skill in the English language is one of the main weak points for foreign learners, especially for Spanish students. Consequently, the research study of this project is intended to find solutions to this problem, offering learners innovative methods in order to put into practice their oral skills, with the purpose of checking if their willingness to communicate in English with experimental activities and assessments.

1.2 ICT tools and models in Education

The research work of this project is mainly focused on the use of Information and Communication Technologies (ICT) in foreign or second language (L2) learning. Concretely, the activities intend to develop oral skills in English by using ICT. During the Master course, we have been shown how to use ICT correctly in the classroom.

To begin with, in the first part of *Aprendizaje y Enseñanza de la Lengua Extranjera (Inglés)*, we have learned a wide variety of topics related to ICT in education. However, we should emphasize the Substitution, Augmentation, Modification and Redefinition (SAMR) model in this section, since it is the method which is supposed to be carried out in the investigation. This model, designed by

Rubén Puentedura (2010), classifies the degree of use of ICT for pedagogical purposes into two major levels: Enhancement and Transformation. The first one emphasizes the use of ICT with the goal of improving the learning process, its use is rather moderate and the activities according to this step could equally be performed in a traditional way, while the second one is focused on transforming learning in students, since those tasks that correspond to this step are of a more complicated nature, being very difficult, or even impossible, to carry out without making use of ICT. However, at the same time, these two levels are divided into two different steps each.

On the one hand, Enhancement is composed by the Substitution and Augmentation levels. Substitution consists on conducting activities by using ICT, but with no sign of changes in comparison with traditional activities, like for example writing a composition using Microsoft Word instead of a paper. As can be seen, the only difference is simply the change of tool. Concerning Augmentation, ICT tools would continue playing the role of mere substitutes of traditional mechanisms in the learning process, but this time they would present a slight change. One example of Augmentation would be adding images to the Word file which were related to the text they have written previously.

On the other hand, Transformation consists of the levels of Modification and Redefinition. Modification is responsible for adjusting traditional activities to the use of ICT in such a way that they present a really significant change. For instance, the possibility of sharing and uploading those Word documents to a blog created by the teacher, where students can comment and analyze the stories of their classmates. In reference to the level of Redefinition, it is also responsible for transforming and reformulating the teaching and learning process but this time executing activities that could not take place without the use of ICT. A clear example of Redefinition would be the fact of sharing the mentioned blog with other schools from other cities, or even from other countries. This research work, nevertheless, will be focused only on the Transformation Level (i.e. Modification and Redefinition), where students experience a totally different reformulation of the teaching and learning process.

With regard to the subject *Procesos y Contextos Educativos*, we have learned an innovative model in the teaching-learning process, which is The Flipped Classroom. According to Tourón, Santiago and Díez (2014), this concept

consists of a class in which the teacher passes from the “Sage on the Stage” to “the guide from the side”. That is to say, this model allows learners to get in contact with theoretical contents at their homes by means of electronic devices in order to discuss and reinforce them in class. Because of this, Tourón, Santiago and Díez consider The Flipped Classroom as an original mechanism for activating students’ previous knowledge, with the purpose of making classrooms more interactive, cooperative and practical instead of being based mainly on theory. For example, while students watch at home a video recorded by their teacher on some topic, the time of the class may be used for asking doubts or problems related to the comprehension of that video.

In the last few years, those mechanisms to carry out an effective Flipped Classroom have been “plentiful, accessible, and easy to implement through Web-based sharing services such as Youtube, Vimeo, and SoundCloud” (Keengwe, Onchwari & Oigara, 2014, XV). With these websites and with other social networks, education has entered a kind of upward spiral in which ICT will be a useful tool to develop students' learning in cultural, deductive and social terms.

This research project, as said above, has the main goal of reinforcing learners’ oral skills in the English language by making use of ICT. To do that, they will have to record themselves with the application Flipgrid <www.flipgrid.com>, in order to upload videos progressively to a platform. The fact that learners listen to themselves speaking a foreign language could be a great device for locating more effectively their oral mistakes. That is, students should assess their own speaking skills with the help of the teacher, instead of being directly assessed by the educator. So, we could say that this project is focused on “flipping” the traditional assessing of oral skills in English, since the main goal is to make learners talk at their homes and check mistakes and achievements in classroom, by means of watching and analyzing those videos.

1.2 Intercultural Awareness

In the second part of *Aprendizaje y Enseñanza de la Lengua Extranjera (inglés)*, we have learned about the concept of interculturality, which is essential for making students practice the use of a foreign or second language by means of learning about foreign cultures. Moreover, it is very important that students “develop the ability to compare their native culture to other cultures, [...] and to apply this knowledge in both verbal and non-verbal communication” (Chlopik, 2008, 12). That is, students have to understand that a language is culture as well and, because of this, it is intended that they learn to be more respectful and tolerant with foreign people. This is one of the reasons why learners, in this research study, will have to communicate with Chinese students, who have a very different culture with respect to Spain, by using the application Flipgrid <www.flipgrid.com>. The interaction with foreign learners, who are also learning English as a foreign language, could increase their motivation and willingness to communicate.

Furthermore, intercultural tasks develop a feeling of empathy among students and, if the content was enjoyable and entertaining, learners’ motivation would also increase. They have to feel that they are discovering the world at the same time that they are learning English, with the purpose of making them open their minds and see that human beings are all equals despite the diversity. The transmission of this kind of values to new generations is the only way of removing some troubling stereotypes from society.

Thus, intercultural tasks are intended to break, among other things, the barriers of racism. It would be necessary to acknowledge that ICT, especially in education, constitutes a very useful device to combat people's ignorance. We must mention a significant fact: during the last decade, intercultural language education has been put into practice in some countries which were “less open to criticism” (Corbett, 2003, 206). Another advantage of intercultural tasks is, without a doubt, the increase of possibilities of integration capacity that these could provide for immigrant students. That is to say, the notion of interculturality emphasizes sociocultural inclusion for those students who arrive from foreign countries.

In conclusion, with the implementation of the activities designed for the teaching programme in this project, learners are going to see beyond their borders in order to learn a foreign language. The different cultures in the world show a wide variety of interesting content and, if the teacher is able to select and transmit some important and remarkable topics, it is possible that students enhance their motivation. On the other hand, I consider that new generations have to grow up without some unfair stereotypes, and interculturality constitutes an efficient tool against discrimination on the grounds of culture, gender or race.

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2. TEACHING PROGRAM

2.1 Introduction

This syllabus has been designed for learners who are studying first year of Bachillerato in the Colegio Galaxia (La Coruña, Galicia, Spain), where my pre service training period has been carried out. Taking this into account, it is important to say that this group is composed by twenty students, concretely nine girls and eleven boys. Since the Colegio Galaxia is qualified as a multilingual school, it is supposed that learners carry out the communicative activities willingly and in a correct way. As this set of units is supposed to be carried out in a Galician school, the different activities have been designed according to the DOG (Diario Oficial de Galicia, dated on 25th June, 2015).

In reference to the units designed for this syllabus, which constitutes a total of ten, some of them are intended to prepare learners for facing the modern world of work, teaching them some content related to advertising or the reading of a set of CVs. Other units attempt to potentiate intercultural awareness in learners, by making them get in contact with English-speaking cities like London, connecting their culture with those cultures related to the target language. Besides, unit 10 is supposed to make learners interact with Chinese students who are also learning English as a foreign language, with the purpose of increasing their willingness to communicate and motivation. This interaction will be carried out by means of recording videos with the application Flipgrid <www.flipgrid.com>, which will be used progressively through some units with the goal of being definitely implemented in unit 10, when students have to interact with those Chinese ones. In order to check if WTC improves in learners, a research study is going to be conducted during this last unit, as we will see in the third part of this project.

Otherwise, some of these units demand creativity from learners. For instance, students are encouraged to develop their artistic and literary spirit, which will consist of interacting with American cinema and music. We will see how this could become a useful way to potentiate their critical and independent thinking.

2.2 Objectives

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), the objectives in the units of this teaching program are the following:

- a) Ejercer la ciudadanía democrática, desde una perspectiva global, y adquirir una conciencia cívica responsable, inspirada por los valores de la Constitución española y del Estatuto de autonomía de Galicia, así como por los derechos humanos, que fomente la corresponsabilidad en la construcción de una sociedad justa y equitativa y favorezca la sustentabilidad.*
- b) Consolidar una madurez personal y social que le permita actuar de forma responsable y autónoma y desenvolver su espíritu crítico. Ser quien de prever y resolver pacíficamente los conflictos personales, familiares y sociales.*
- c) Fomentar la igualdad efectiva de derechos y oportunidades entre hombres y mujeres, analizar y valorar críticamente las desigualdades y discriminaciones existentes y, en particular, la violencia contra la mujer, e impulsar la igualdad real y la no discriminación de las personas por cualquier condición o circunstancia personal o social, con atención especial a las personas con discapacidad.*
- f) Expresarse con fluidez y corrección en una o más lenguas extranjeras.*
- g) Utilizar con solvencia y responsabilidad las tecnologías de la información y de la comunicación.*
- m) Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.*
- n) Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.*
- p) Valorar, respetar y afianzar el patrimonio material e inmaterial de Galicia, y contribuir a su conservación y mejora en el contexto de un mundo globalizado.*

2.3 Content

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), the contents in these units are divided into five important blocks:

Bloque 1: Comprensión de textos orales.

Bloque 2: Producción de textos orales: expresión e interacción

Bloque 3: Comprensión de textos escritos.

Bloque 4: Producción de textos escritos: expresión e interacción.

Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural

2.4 Key Competences

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), there are seven key competences to carry out in a didactic unit. Those competences implemented in these units are the ones in bold:

- 1. Competencia en Comunicación Lingüística (CCL)**
2. Competencia Matemática y Competencias Básicas en Ciencia y Tecnología (CMCCT)
- 3. Competencias Sociales y Cívicas (CSC)**
- 4. Competencia Digital (CD)**
5. Sentido de Iniciativa y Espíritu Emprendedor (CSIEE)
- 6. Aprender a Aprender (CAA)**
- 7. Conciencia y Expresiones culturales (CCEC)**

In order to develop the learners' communicative competence, it is intended that they assume different roles orally in each of these units. Thus, they will have to perform a police interrogation, for example, in which two students will play the role of police officers who are making questions to a suspect, aiming to put into practice the use of past simple and past continuous. Besides this, learners will have to interpret the character of a singer or musician who is trying to explain and sell his/her new album, as well as two friends who are planning to start an adventure in wild nature. On the other hand, learners will have to perform more

realistic situations such as job application (a dialogue between an employer and an employee). In this activity, students are supposed to achieve the social skills required for searching a job. The same thing occurs in those activities related to ordering food in a restaurant and asking and giving directions, which could make them get in contact with the English culture. Moreover, they will have to explain their daily routine and some problems related to global warming in order to provide solutions. In other words, students are given different situations and backgrounds with the goals of being prepared for the real world and also developing their critical thinking.

With regard to the use of the Digital Competence, that is, with the use of ICT, it should be noticed that units 5, 7, 8, 9 and 10 include the use of the application 'Flipgrid' <www.flipgrid.com>. The first four ones are intended to introduce Flipgrid to learners with the goal of familiarizing with the application to use it correctly in unit 10, which is mainly focused on the use of Flipgrid. Thus, learners will have to record themselves reading, for instance, some of the compositions. On the other hand, the application Sygic Travel <www.travel.sygic.com> will be useful to get a wide variety of relevant information about London, constituting also a great device for carrying out a virtual trip to the English city.

The listening tasks could be also divided into two different ways. On the one hand, they will watch some videos from the Internet about some consequences concerning climate change, for example. On the other hand, students will also listen to audio recordings related to a wide variety of topics such as a job interview, or two people ordering food. Furthermore, there is one session in which students will have to fill some missing words in the gaps, which they must find by listening to a set of selected songs, with the main purpose of learning how and when to use modal verbs. Regarding the reading skill, the activities are generally related to information and empathy. That is, students will have to read some information about Fish and Chips in London, for instance. In reference to the empathy issue, learners will read a text about what celebrities' lives are like, or about how some people are used to living together with wild animals, making them wear other people's shoes, seeing beyond their own lives, potentiating this feeling by reading this type of texts. Besides this, it is important to say that they are supposed to read some explanations about the meanings of the lyrics of the

songs that they have listened previously, with the objective of identifying metaphors, symbols or main messages, learning new social aspects and sharing emotions with the different stories and situations explained in the songs. With these Listening and Reading activities, it is intended to make learners develop the Social and Civic Competence and Cultural Awareness and Expression.

In writing tasks, the notion of empathy characterizes a good part of the compositions. For example, learners will have to imagine what celebrities' lifestyles are like in order to make a composition, and they would have to write a fictional letter to governments providing solutions for global warming, intending to make them defend and sympathize with the environment. Otherwise, the other final compositions aim to potentiate students' creativity. That is, they will be required to make an explanation about fictional songs, and also to tell the plot of a fictional film, invented by another person (a friend or a relative, for example), with the purpose of making learners use reported speech to describe that plot. In other words, imagination will be a crucial factor to increase the level of creativity and artistic spirit in the students. With these two compositions, students will put into practice the competence of Learning to Learn.

2.5 Methodology

This set of units has been designed in accordance with two different but interdependent notions. On the one hand, we promote interaction among learners by means of distinct oral activities. Students are expected to be participative to carry out those exercises that require interaction. Consequently, it should be stated that the Communicative Approach is one of the main methods in these units, making learners talk about important aspects and reinforce oral skills by performing characters in front of the class. Thus, it is intended to potentiate their willingness to communicate with motivating topics. Because of this, the Communicative Approach may reinforce the oral skill, since it promotes "the idea that social and cultural knowledge were necessary prerequisites to understand and use linguistic forms" (Basta, 2011:126).

Therefore, it should be added that there was an active participation from the students, with the goal of learning some important expressions to talk in

different situations, in such a way that learners are the main focus of the unit. Consequently, the types of interaction for these units were the following:

- Teacher → Students
- Students → Teacher
- Students → Students

Another important goal in these units is to get learners got familiar with ICT by using the application Flipgrid <www.flipgrid.com>, which will make students practice their oral skills by recording videos and uploading them to a platform. These videos will be uploaded occasionally through the units until the unit 10, in which the application will be the focus of the activities. With respect to the unit related to London (unit 4), it is intended to encourage students to find information about the English city by using the application Sygic Travel <www.travel.sygic.com>. With this, learners are provided an innovative and exclusive way to improve their oral skills and acquire information by means of a “virtual visit” to London.

Besides, it is necessary to make reference to the SAMR model (Puentedura, 2010), which has been explained in the first part of this project. This model will be the key method for carrying out Unit 10, while the previous ones constitute a certain kind of preparation for being definitely and correctly used in the last unit. In other words, the application Flipgrid <www.flipgrid.com>, according to its level of use, will constitute the principal mechanism to mark the different levels of Puentedura’s model, as we will see later, in such a way that learners use the video-based application occasionally throughout the units, with the purpose of having some control over it in Unit 10.

2.6 Assessment Criteria

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), the assessment criteria for these units are the following:

Bloque 1. Comprensión de textos orales.

B1.1. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles

relevantes o la información, las ideas y las opiniones, tanto implícitas como explícitas del texto, si están claramente señaladas.

B1.2. Identificar las ideas principales, a información relevante y las implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y articulados a velocidad media o normal, que traten de temas tanto concretos como abstractos dentro del propio campo de especialización o de interés, en los ámbitos personal, público, educativo y ocupacional o laboral, siempre que las condiciones acústicas sean buenas y se puedan confirmar ciertos detalles.

B1.3. comprender lo esencial de conversas o debates reales entre varias personas interlocutoras, y de descripciones y narraciones breves reproducidas por medio de dispositivos multimedia (radio, televisión, vídeo, internet, etc.), expresadas en un lenguaje sin sentidos implícitos ni usos idiomáticos.

B1.7. Comprender la información esencial de conversas o discusiones en que se traten temas cotidianos generales o de su interés (necesidades materiales, sensaciones físicas y sentimientos, opiniones y experiencias personales) relacionados con el trabajo, los estudios y el tiempo libre, si las personas participantes articulan con claridad, pausadamente y en lengua estándar, y si no hay interferencias acústicas.

Bloque 2. Producción de textos orales: expresión e interacción.

B2.2. Demostrar la fluidez necesaria para mantener la comunicación y garantizar el objetivo comunicativo principal del mensaje, aunque pueda haber algunas pausas, para buscar palabras y vacilaciones en la expresión de algunas ideas más complejas.

B2.8. Demostrar cierta flexibilidad en la interacción por lo que respecta a los mecanismos de toma y cesión del turno de palabra, a colaboración con la persona interlocutora y el mantenimiento de la comunicación, aunque puede que no siempre se haga de forma acertada.

Bloque 3: Comprensión de textos escritos.

B3.1. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles

relevantes del texto, la información, las ideas y las opiniones, tanto implícitas como explícitas, claramente señalizadas.

B3.3. Identificar las ideas principales, la información relevante y las implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y que traten temas tanto abstractos como concretos dentro del propio campo de especialización o interés, en los ámbitos personal, público, educativo u ocupacional o laboral, siempre que se puedan releer las secciones difíciles.

B3.6. Comprender correspondencia personal breve en papel o soporte digital, redactada en lengua estándar y clara, que narre y describa acontecimientos, sentimientos básicos o deseos.

Bloque 4: Producción de textos escritos: expresión e interacción.

B4.1. Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos de estructura clara y de cierta longitud, por ejemplo, desarrollando los puntos principales y ampliándolos con la información necesaria, a partir de un guion previo.

B4.4. Utilizar con razonable corrección las estructuras morfosintácticas, los patrones discursivos y los elementos de conexión y de cohesión de uso común con el fin de que el discurso esté bien organizado y cumpla adecuadamente la función o funciones comunicativas correspondientes.

B4.6. Elaborar resúmenes y sintetizar información y argumentos partiendo de diferentes fuentes, y escribir notas recapitulativas, con claridad, exactitud, coherencia y fidelidad al texto original.

Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural.

B5.5. Demostrar interés por establecer relaciones entre la cultura propia y la cultura de la lengua meta para cumplir el papel de intermediación cultural, y abordar con eficacia la resolución de malentendidos interculturales, esforzándose por superar comparaciones o juicios estereotipados.

B5.7. Conocer y saber seleccionar y utilizar léxico oral y escrito común y más especializado cuando se cuenta con apoyo visual o contextual, relacionado con los propios intereses y las propias necesidades en los ámbitos personales,

públicos, educativos y ocupacionales o laborales, y expresiones y modismos de uso habitual.

2.7 Assessment Procedure

On the one hand, these units are supposed to be assessed in a formative way. To begin with, when carrying out the different activities, the teacher will take into account students' behavior, willingness to communicate (in class and in the videos) and motivation level. Moreover, the teacher will assess the oral interventions by means of some rubrics, with the purpose of examining mistakes and achievements from different perspectives.

On the other hand, summative assessment consists on evaluating certain especial activities of the unit. To begin with, there will be a final test of the whole unit. Otherwise, each unit includes a final composition which will also be evaluated in a summative way. Finally, it should be noted that those videos uploaded to the Flipgrid platform will constitute a relevant part of the final marks.

2.8 Content Sequence

This syllabus contains ten didactic units, consisting of eight sessions each one, except for the last one, which is supposed to be carried out in twelve sessions. In this way, the units will be presented in tables that include, firstly, a brief general description and goals of the activities. Besides this, it should be noted that these tasks have been designed in accordance with the five blocks and five of the seven competences that can be shown in the *Real Decreto 86/2015*, (dated on 25th June, DOG, 2015). Therefore, both points will be included in the tables. Regarding materials, there will be an alternating use of textbooks, workbooks, handouts and computers (concretely the applications Flipgrid <www.flipgrid.com> and Sygic Travel <www.travel.sygic.com>. Finally, the manner of teaching is the last point to be shown in the tables, making it clear that a good part of these activities are characterized by, as said above, the Communicative Approach.

TITLE	SESSIONS
Unit 1 – Daily Life	8
Unit 2 – Put Your Hands Behind Your Head!	8
Unit 3 – “A Cash Cow”	8
Unit 4 – A Trip to London!	8
Unit 5 – Actuality	8
Unit 6 – Into The Wild	8
Unit 7 – Play By Ear	8
Unit 8 – Climate Change	8
Unit 9 – Coming Soon	8
Unit 10 – Extreme Sports	12

Unit 1 – Daily Life				Second Term / 8 Sessions			
In this unit students will learn about social activities and routines in the 21 st century world, dealing with, for example, the lifestyle of a famous person. To carry out the activities efficiently, they will have to understand how to use present simple and present continuous in English.							
Goals -Learning the differences between present simple and present continuous. -Practicing the use of present simple and present continuous in affirmative, negative and interrogative. -Revising the use of present simple and present continuous by means of written and oral texts. -Reinforcing vocabulary by learning words related to routine activities. -Carrying out an oral intervention in order to explain briefly a daily routine. -Reinforcing present continuous by means of guessing what the classmate is performing with mimics. -Listening and identifying the routine activities of some friends who are talking about what they are doing the following weekend. -Identifying in sentences some expressions such as ‘every day’, ‘always’, ‘right now’ or ‘next Saturday’ to understand better in which situations present continuous and present simple are used. -Reading a text about the explanation of some monuments to see how present simple is used for general truths. -Reading a text about lifestyle in famous people, explaining how their daily routines are and the things they are used to do. -To write a composition, from the point of view of a famous person, explaining their daily life with positive and negative aspects. -Comparing and contrasting their own lifestyle with the lifestyle of famous people.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Final Composition and Test about the whole unit.						
Materials	Textbook, Workbook and Handouts.						
Methodology	Communicative Approach						

Unit 2 – Put your hands behind your head!					Second Term / 8 sessions		
This second unit is focused on the police and criminal background, making students empathize with, for instance, a police officer who is pursuing a dangerous murderer. With this context, they will learn to use past simple, past continuous and past perfect.							
Goals -Learning the differences between past simple and past continuous. -Reinforcing their knowledge about irregular verbs with the “Irregular Verbs Rap Song” by “Fluency MC”. -Practicing the use of past simple and past continuous in affirmative, negative and interrogative. -Revising the use of past simple and past continuous by means of written and oral texts. -Learning to use past perfect correctly. -Practicing and revising the use of past perfect in affirmative, negative and interrogative. -Reinforcing vocabulary by learning words related to crimes. -Carrying out a dialogue between three learners in order to perform a police interrogation, in which two police make questions to a suspect. -Listening to a narrative and frightening story about a person who was witness of a terrible murder. -Identifying in sentences some expressions such as ‘yesterday’, ‘ago’, ‘last year’, ‘yesterday at eight o’clock’, ‘when’, or ‘while’ to understand better in which situations past continuous and past simple are used. -Reading a set of passages that describe some unsolved crimes, with the purpose of finding synonyms and answering comprehension questions. -To write a story about a crime or murder in which they participate (as a victim, as a murder, or as a witness), telling it by means of using the past sentence learned in this unit.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Oral Performance, Final Composition and Test about the whole unit.						
Materials	Textbook, Workbook and Handouts.						
Methodology	Communicative Approach						

Unit 3 – “A Cash Cow”					Second Term / 8 sessions		
This unit emphasizes the ways and methods in society to apply for a job. They will learn to carry out job interviews and create CVs, having the final goal of preparing them for the labor market. With this, it is supposed that students learn how to use present perfect in English.							
Goals -Learning in which situations present perfect should be used in the English language. -Reinforcing their knowledge about irregular verbs with the “Irregular Verbs Rap Song” by “Fluency MC”. -Practicing the use of present perfect in affirmative, negative and interrogative. -Revising the use of present perfect by means of written and oral texts. -Learning some vocabulary related to jobs and interviews. -Listening to an employment interview. -Identifying in sentences some expressions such as ‘since’, ‘yet’, ‘already’, or ‘for’ to understand better in which situations Present Perfect is used. -Performing a job interview in front of the class, with the roles of employer and employee which learners will have to assume. -Reading a set of Curriculums Vitae in order to extract the most relevant information. -Writing a fictional CV adding important details that they had previously seen in other CVs, telling their fictional work experience by using present perfect in some sentences. -Learning how to create a CV in English.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Oral Performance, Final Composition and Test about the whole unit.						
Materials	Textbook, Workbook and Handouts.						
Methodology	Communicative Approach						

Unit 4 – A trip to London!					Second Term / 8 sessions		
This unit emphasizes a fictional trip to London with the purpose of getting in contact with the English city in linguistic and cultural terms. Moreover, they will have to plan this trip by means of using future tenses.							
Goals -Learning the differences between “will” and “be going to” in future. -Practicing the use of “will” and “be going to” in affirmative, negative and interrogative. -Revising the use of “will” and “be going to” by means of written and oral texts. -To practice with the reading of a tube map in order to get in contact with London by finding some underground stations. -To talk in English with the purpose of learning how to give directions. -Comparing and contrasting different Fish and Chips restaurants in London. -Listening to a dialogue in order to learn new English expressions to ask for food and drink in the English language. -Preparing students to ask for food by using a real menu. -To carry out a presentation in groups that consists on explaining a travel planning in London, being each group one different day of the trip, collecting the information throughout the application “Sygic Travel” <www.travel.sygic.com>. -Reading some information about very important places from London. -To point out the use of connectors in order to make a final composition about what they would like to do in London, in such a way that learners have to use sentences with “be going to”.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Oral Presentation, Final Composition and Test about the whole unit.						
Materials	Textbook, Workbook, Handouts and Sygic Travel <www.travel.sygic.com>						
Methodology	Communicative Approach						

Unit 5 – Actuality				Second Term / 8 sessions			
This unit is intended to reinforce the Passive in learners, reading headlines and articles to see real examples of passive sentences. Besides, they will have to advertise and describe a product fictionally created by themselves. This is the first time in which learners use Flipgrid.							
Goals <ul style="list-style-type: none">-Providing students some English, American and Australian newspapers with the goal of finding passive sentences in the articles.-Understanding and learning the use of the Passive with the verbal tenses learned in the previous units.-To practice the use of the Passive in affirmative, negative and interrogative, rewriting active sentences to passive.-Revising the use of the Passive in written texts.-Learning some vocabulary related to advertising.-Reinforcing their knowledge about irregular verbs with the “Irregular Verbs Rap Song” by “Fluency MC”.-Talking for the rest of the class in order to describe several objects by using passive sentences.-Listening to some marketing techniques.-Reading some texts that provide a description about the most powerful cities in the world.-To create a fictional and innovative material in order to be described by using the passive.-Recording a video with the application Flipgrid <flipgrid.com> describing the innovative object they have created.-Watching the videos in class in order to comment and debate the oral mistakes of their classmates, as well as assessing those created objects.-Introducing learners to the Flipgrid Unit (Unit 10) by a slight use of the application.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	<i>Bloque 1: Comprensión de textos orales.</i> <i>Bloque 2: Producción de textos orales: expresión e interacción</i> <i>Bloque 3: Comprensión de textos escritos.</i> <i>Bloque 4: Producción de textos escritos: expresión e interacción.</i> <i>Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural</i>						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Video Presentation, Oral Presentation and Test about the whole unit.						
Materials	Textbook, Workbook, Handouts and Flipgrid <www.flipgrid.com>.						
Methodology	Communicative Approach						

Unit 6 – Into the Wild				Second Term / 8 sessions			
This unit will consist on introducing learners into the wild world, with the main goal of seeing how certain people have to live together in nature with really dangerous animals. Moreover, students will have to learn the different types of conditionals in the English language.							
Goals -Learning the difference between the first, second and third conditionals. -To practice the use of the first, second and third conditionals in affirmative, negative and interrogative. -Revising the use of conditionals by means of written texts. -Learning properly some vocabulary related to wild nature. -To perform a dialogue about two persons who are thinking about travelling to wild places, meditating positive and negative aspects. -Watching and understanding a video about how some people are used to live together with wild animals. -Talking about what they would do if wild animals lived in their same town. -Reading comprehensively a text which contains some descriptions about different types of snakes. -Reading comprehensively a text about frightening experiences of people with wild/dangerous animals. -Writing a fictional and terrifying experience with a wild/dangerous animal.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Oral Performance, Final Composition and Test about the whole unit.						
Materials	Textbook, Workbook and Handouts.						
Methodology	Communicative Approach						

Unit 7 – Play by Ear					Second Term / 8 sessions		
Students will interact with the world of music with the purpose of interpreting different lyrics, which could make them develop their critical thinking and cultural knowledge. With this, they will learn the use of modal verbs. This is the second time in which students use Flipgrid.							
Goals -Reading comprehensively a text about the band “Coldplay”. -To practice the use of modal verbs in sentences. -Revising the use of modal verbs in accordance with the different situations. -Learning some vocabulary related to music and concerts. -Watching and understanding a video which contains an interview to a musician. -Performing a musician who is presenting his new hit, explaining its content and trying to sell it. -Listening to a certain variety of songs in order to fill in the gaps some missing words. -Reading comprehensively some explanations about the meaning of the songs listened in the previous session. -To make learners develop their critical thinking by identifying symbols and metaphors in the different lyrics. -Writing a final composition explaining the things about which learners would talk in a fictional song written by themselves. -Recording a video with the application Flipgrid <flipgrid.com> reading the final composition. -Watching the videos in class in order to comment and debate the oral mistakes of their classmates, as well as assessing their creativity in the descriptions of those songs. -Introducing learners to the Flipgrid Unit (Unit 10) by a slight use of the application.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Video Presentation, Oral Performance, Final Composition and Final Test.						
Materials	Textbook, Workbook, Handouts and Flipgrid <www.flipgrid.com>.						
Methodology	Communicative Approach						

Unit 8 – Climate Change					Second Term / 8 sessions		
This unit is intended to make learners realize that global warming is happening right now. They will put into practice the use of relative pronouns with activities and exercises related to climate change. In this unit, learners use the application Flipgrid again.							
Goals -To practice the use of relative pronouns in sentences. -Revising the use of modal verbs in accordance with the different situations. -Learning vocabulary related to nature and global warming. -Watching and understanding a video about possible consequences of global warming. -Making learners be aware of the importance of the environment in life. -Carrying out an exhibition talking about a natural problem in their town and offering possible solutions. -Recording a video with the application Flipgrid <flipgrid.com> to carry out that exhibition. -Watching the videos in class in order to comment and debate the oral mistakes of their classmates, as well as comparing and contrasting the different problems and solutions. -Introducing learners to the Flipgrid Unit (Unit 10) by a slight use of the application. -Reading comprehensively an article about the progressive changes of weather in some places in the world. -Writing a letter to governments trying to convince them of the importance of the environment, using relative pronouns while they are giving reasons and solutions.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	Bloque 1: Comprensión de textos orales. Bloque 2: Producción de textos orales: expresión e interacción Bloque 3: Comprensión de textos escritos. Bloque 4: Producción de textos escritos: expresión e interacción. Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Video Presentation, Final Composition and Final Test.						
Materials	Textbook, Workbook, Handouts and Flipgrid <www.flipgrid.com>.						
Methodology	Communicative Approach						

Unit 9 – Coming Soon					Second Term / 8 sessions		
This unit is mainly focused on American cinema, watching extracts of different films with the purpose of transforming the dialogues into a reported speech. Moreover, they will use Flipgrid again to read the final composition.							
Goals -Learning the use of Reported Speech in the English language. -To practice the use of Reported Speech with the verbal tenses learned in the previous units. -Revising the use of Reported Speech in affirmative, negative and interrogative sentences. -Learning vocabulary related to American cinema. -Watching and understanding a video which contains one of the best recognized speeches in cinema, said by Charles Chaplin at the end of his film “The Great Dictator” (1940). -Debating and remarking some aspects, positive or negative, with respect to Chaplin’s speech. -Developing a good social behavior and empathy in learners by listening to this peaceful and integrative speech. -Watching a set of dialogues taken from different American films. -Reinforcing Report Speech by passing those dialogues by means of rewriting them in an indirect style. -To write a composition explaining the content of a fictional film designed by a different person (a friend or a relative) with the purpose of using Reported Speech in some sentences. -Recording a video with the application Flipgrid <flipgrid.com> to read the composition. -Watching the videos in class in order to comment and debate the oral mistakes of their classmates, as well as assessing learners’ creativity concerning the final composition. -Preparing learners for the following unit by a slight use of the application.							
Competences	CCL	CMCCT	CSC	CD	CSIEE	CAA	CCEC
Content	<i>Bloque 1: Comprensión de textos orales.</i> <i>Bloque 2: Producción de textos orales: expresión e interacción</i> <i>Bloque 3: Comprensión de textos escritos.</i> <i>Bloque 4: Producción de textos escritos: expresión e interacción.</i> <i>Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural</i>						
Assessment	Formative Assessment: Motivation, Interaction, Behavior and Participations. Summative Assessment: Video Presentation, Final Composition and Final Test.						
Materials	Textbook, Workbook, Handouts and Flipgrid <www.flipgrid.com>.						
Methodology	Communicative Approach						

Unit 10 – Extreme Sports

Introduction

In this unit, students will learn new aspects that are related to extreme sports and also to the different backgrounds to talk. To begin with, they are supposed to collect new vocabulary and coherence connectors with the purpose of enriching the other activities with relevant words. Designed for learners from the first year of Bachillerato, this unit is focused on reinforcing concretely Willingness To Communicate (WTC) (MacIntyre, Clement, Dornyei, & Noels, 1998; McCroskey & Richmond, 1985; McCroskey & Richmond, 1982; MacIntyre, Baker, Clement, & Donovan, 2002), since it is important for them to motivate their communication skills, not only to face the fact of speaking in a foreign language, but also to face and prepare their social skills for a near future.

Furthermore, it is necessary to point out the use of different applications in order to ease the learning process. Both teacher and learners will use the application FlipGrid <www.flipgrid.com> to express communication throughout different videos. The main objective of using this application is to overcome some aspects such as shyness or speech anxiety, making students talk freely, without the pressure of a live audience, with only a camera in front of them.

In the last sessions, the teacher will transform the activity to make students interact with Chinese teenagers who are also learning English as a foreign language. This final part of the unit is intended to challenge an increase in the students' willingness to communicate in the English language.

These activities were supposed to be carried out according to Rubén Puentedura's SAMR model (2010). As we will see in the methodology, this model classifies the degree of use of ICT into different levels. In this unit, the degree of use of Flipgrid, besides the distinct types of audience, will constitute the different steps of Puentedura's model.

Learning Aims

This unit establishes a set of objectives throughout the different activities, which are the following:

- a) To collect enough vocabulary about extreme sports in order to prepare students for the speaking activities.
- b) Learning and using some connectors by reading a text with the purpose of communicating in a coherent way.
- c) To interact with ICT by means of the application 'FlipGrid' <www.flipgrid.com>, recording themselves speaking in the English languages and uploading the videos to the virtual platform.
- d) Giving continuous feedback during the unit by comparing and contrasting the oral mistakes in learners when speaking the English language.
- e) Reinforcing fluency, accuracy and Willingness to Communicate by means of talking and practicing an interpersonal conversation with a partner.
- f) Reinforcing fluency, accuracy and Willingness to Communicate by means of talking and practicing, in small groups, without the pressure of a live audience.
- g) To interact with ICT by scanning two QR Codes with learners' phones in order to access a website which includes some reading articles about extreme sports.
- h) Reinforcing fluency, accuracy and Willingness to Communicate by means of replying an interpersonal conversation with a foreign partner.
- i) Finding the common and different oral mistakes to establish a contrast between Spanish and Chinese people's failures when speaking English.
- j) To make a final composition in a progressive way which entails a final speech of gratitude for winning a competition in a certain extreme sport.
- k) To point out students' oratory and intonation skills when speaking in front of a crowded audience.

Contents

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), the contents in this unit are divided into five important blocks:

Bloque 1: Comprensión de textos orales

B1.1. Estrategias de comprensión:

- *Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes e implicaciones).*
- *Formulación de hipótesis sobre el contenido y el contexto.*

Bloque 2: Producción de textos orales: expresión e interacción.

B2. 1 Estrategias de producción:

1–Planificación:

- *Adecuar el texto al destinatario, al contexto y al canal, aplicando el registro y la estructura de discurso adecuados a cada caso y escogiendo los exponentes lingüísticos necesarios para lograr la intención comunicativa.*
- *Activar los conocimientos previos sobre modelos y secuencias de interacción, y elementos lingüísticos previamente asimilados y memorizados.*

2–Ejecución:

- *Expresar el mensaje con claridad y coherencia, estructurándola adecuadamente y ajustándose, de ser el caso, a los modelos y a las fórmulas de cada tipo de texto.*
- *Sacar o máximo partido dos conocimientos previos (utilizar lenguaje prefabricado, etc.) y apoyarse en ellos.*
- *Cooperar en la interacción con otras personas, verificando la comprensión propia y de las demás personas, y cooperando activamente en la realización de las tareas de comunicación.*
- *Compensar las carencias lingüísticas mediante procedimientos lingüísticos y paralingüísticos.*

–Lingüísticos:

–*Sustituir palabras por otras de significado parecido.*

–*Pedir ayuda o clarificación*

–Paralingüísticos y paratextuales:

–Usar los elementos prosódicos (pausas, ritmo e entonación) como sustitutos de los marcadores discursivos para indicarle a la persona destinataria u oyente las partes del discurso que deben ser cointerpretadas.

Bloque 3: Comprensión de textos escritos.

B3.1. Estrategias de comprensión:

- Formulación de hipótesis sobre el contenido y el contexto.*
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paratextuales.*
- Identificación de las palabras clave.*
- Reconocimiento de la información esencial que el texto proporciona y que es necesaria para lograr el objetivo de lectura.*

Bloque 4. Producción de textos escritos: expresión e interacción.

B4.1. Estrategias de producción:

1–Planificación:

- Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar lo que se sabe sobre el tema y lo que se puede o se quiere decir, generar ideas posibles, etc.)*
- Procurar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o de una gramática, obtención de ayuda, etc.).*

2–Ejecución:

- Organizar o texto en párrafos abordando en cada uno una idea principal del texto y entre todos conformar el significado o idea global de éste.*
- Considerar las propiedades textuales de coherencia, cohesión y adecuación.*
- Descripción y apreciación de cualidades físicas y abstractas de personas, objetos, lugares, actividades, procedimientos y procesos. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo.*
- Expresión del interés, la aprobación, el aprecio, el elogio, la admiración, la satisfacción, la esperanza, la confianza y la sorpresa, y sus contrarios.*

Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural.

B5.5. Aspectos socioculturales e sociolingüísticos:

- *Convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.*
- *Actitud receptiva y respetuosa hacia las personas, los países y las comunidades lingüísticas que hablan otra lengua y tienen una cultura diferente a la propia.*

B5.8. Funciones comunicativas:

- *Gestión de relaciones sociales en el ámbito personal, público, educativo y profesional.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, a medio y a largo plazo.*
- *Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos.*

B5.9. Léxico:

- *Reconocimiento y uso de antónimos e sinónimos, y de procedimientos de formación de palabras mediante recursos de derivación y de composición, y reconocimiento de "falsos amigos".*

Basic Competences

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), there are seven key competences to carry out in a didactic unit. However, those competences implemented in this unit are the ones in bold:

- 1. Competencia en comunicación lingüística (CCL).** This competence will be developed by expressing emotions and events related to extreme sports. With respect to the skills, the use of English will comprise vocabulary words from the sports' semantic field, the use of connectors in compositions, as well as the use of past tenses to talk about past actions. The listening skill will be carried out by watching two videos and, at the same time, learners will interact with the teacher and the Chinese students. The reading skill is focused on a set of articles to be analyzed,

and the writing one will consist of two compositions. It is necessary to state that the conversation activities are classified into different situations, contexts and audiences, leading students to perform different emotions and different treatments depending on the activity. For example, each student carries out an interpersonal conversation with a partner and, later, they will carry out another one but with a Chinese partner, that is, with a strange person. The same methodology is supposed to be performed when students have to talk in small groups: firstly, they carry out the group conversation with their classmates and, secondly, each group will comprise both Spanish and Chinese students. The speaking skill is the most relevant in this unit, since it will make students communicate and transmit the learned issues throughout the sessions.

2. *Competencia Matemática y Competencias Básicas en Ciencia y Tecnología (CMCCT)*
3. **Competencias sociales y cívicas (CSC).** The main goal in this competence is to make students know about different extreme sports and also emphasizing the emotions in an athlete when s/he successes or fails. In other words, it is intended that students empathize with athletes in more than one situation, as if the athletes were themselves. In addition to this, the interaction with the Chinese students will be a very useful device for establishing a connection with people from a different environment, from a different culture. In this way, the students will have a chance of communicating with foreign teenagers, making them learn English in a more interesting way. Besides, they will have to read an article which explains how Parkour became an effective way of reducing confrontations in China, making learners see that extreme sports could not only result to be a way of competing or having fun, but also a way of stopping violence and hate between Uighurs and Han Chinese.
4. **Competencia digital (CD).** It would be necessary to state that interaction, in large part, is supposed to be carried out by means of videos, leading students to an online interaction with the application Flipgrid <www.flipgrid.com>; these videos will determine the way of the activities,

so this kind of interaction is very important in this unit. Besides, the application Mindmeister <www.mindmeister.com> would be helpful for classifying the collected vocabulary and easing the students' learning process, dividing the words into different columns with different colors, being themselves the designers of the vocabulary handout. On the other hand, the application 'QRDroid' <www.qrdroid.com> allows users to access a website by scanning a QR code with the mobile. In this unit, this application is supposed to be a useful tool for enabling students to be autonomous in order to get the information required.

5. *Sentido de Iniciativa y Espíritu Emprendedor (CSIEE)*
6. ***Aprender a aprender (CAA)***. This competence will allow students to reflect about the different sensations when doing an extreme sport, but especially the sensations of winning and losing. Furthermore, the process of classifying the collected vocabulary with 'Mindmeister' could develop their learning resources. The main goal in this unit is to make students communicate without pressure, with just a camera as the one audience. With this, it is intended to face shyness and insecurity when speaking not only in a foreign language, since this unit is supposed to make students overcome their social and communicative weaknesses. Concerning the major activities for this unit, they have the final purpose of expressing two extremely different emotions, both in front of a large audience. As said above, students will perform a gifted, but failed athlete who is starting to overcome their failures in front of a meeting that results to be a therapy group. However, in the second composition, students will perform a successful athlete who is giving thanks in front of a wide audience for winning a championship. Before making that thank speech, Spanish students interact with the Chinese ones, trying to know what to say when you have to give thanks for winning a competition. This would be useful for comparing manners of showing appreciation in Spanish and Chinese learners.
7. ***Conciencia y expresiones culturales (CCEC)***. The Chinese students are essential in cultural terms for this unit, in such a way that the Spanish

ones compare and contrast between Spanish and Chinese extreme sports. Moreover, both Chinese and Spanish learners will interact in groups in order to share ideas for making a speech of gratitude. Thus, they will see the ways of giving thanks when winning a competition in two different countries. Then, in class, when students watch their 'FlipGrid' <www.flipgrid.com> videos, they have to be critical and autonomous to point out the oral mistakes in their classmates. In addition, learners will have to select the most suitable information from the provided articles, in the same way as when they have to record their videos.

Methodology

The SAMR model is the basis for the design of the present unit. Created by Dr. Puentedura, it is a model whose main objective is to “encourage educators to significantly enhance the quality of education provided via technology” (Romrell, Kidder & Wood; 2014, 4). As introduced in the first part of this work, this model divides the degree of use of ICT for pedagogical purposes into two primary levels, which were called Enhancement and Transformation (see Figure 1).

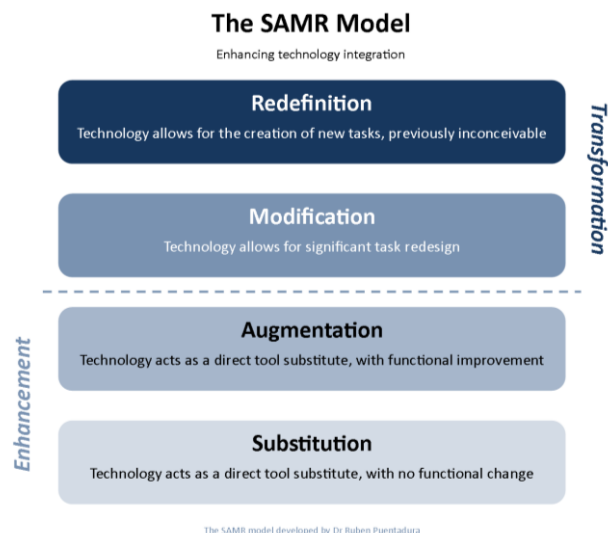


Figure 1. The SAMR Model (Puentedura, 2010: 3).

The first level makes reference to the use of ICT in a limited way, aiming to improve learning in students. Those tasks related to this level could also be performed in a traditional way. The second level, however, has the goal of

remodeling the teaching and learning process, since those activities that correspond to this step are more complicated, or even impossible, to do without making use of ICT. Simultaneously, these two primary levels are divided into two secondary steps each. On the one hand, Enhancement consists of the Substitution and Augmentation levels. Substitution was designed for carrying out activities by using ICT, but with no sign of changes in comparison with traditional activities, like for example taking notes in class with a computer instead of with pen and paper. As we can see, the difference is the type of tool used by learners. With regard to Augmentation, ICT are still playing the role of substitutes, but this time they would present a small change. Thus, Augmentation could be, for instance, the possibility of sharing those notes in a forum.

On the other hand, Transformation contains the levels of Modification and Redefinition. Modification intends to adapt traditional activities to the use of ICT, in such a way that they present a really significant change. A good example could be that learners have the opportunity of modifying and correcting those notes shared in the forum. Finally, concerning the level of Redefinition, it consists on transforming and rebuilding learning in students, but this time carrying out activities that could not be done at all without the use of ICT. A clear example of Redefinition would be the fact of sharing the mentioned notes with other schools from other cities, or even from other countries.

This unit, nevertheless, will put into practice only the two Transformation steps of the SAMR model (Modification and Redefinition). Both levels will be marked by the audience. To begin with, students will interact with their classmates in different ways: with a partner and in small groups. Thus, the first part of the unit will emphasize activities related to Modification. With regard to the second half of the unit, learners will have to interact with other students from a Chinese school. Here, ICT open a new world to students, interacting and sharing emotions and expressions with people from other country who are also learning English as a foreign language, with the purpose of increasing their willingness to communicate. This type of interaction is related to Redefinition.

The main technological device required in this unit is the application 'FlipGrid' <www.flipgrid.com>, which allows students to record videos while they are speaking and practicing a foreign language. As we can see, Figure 2 is a screenshot that shows how Flipgrid works:

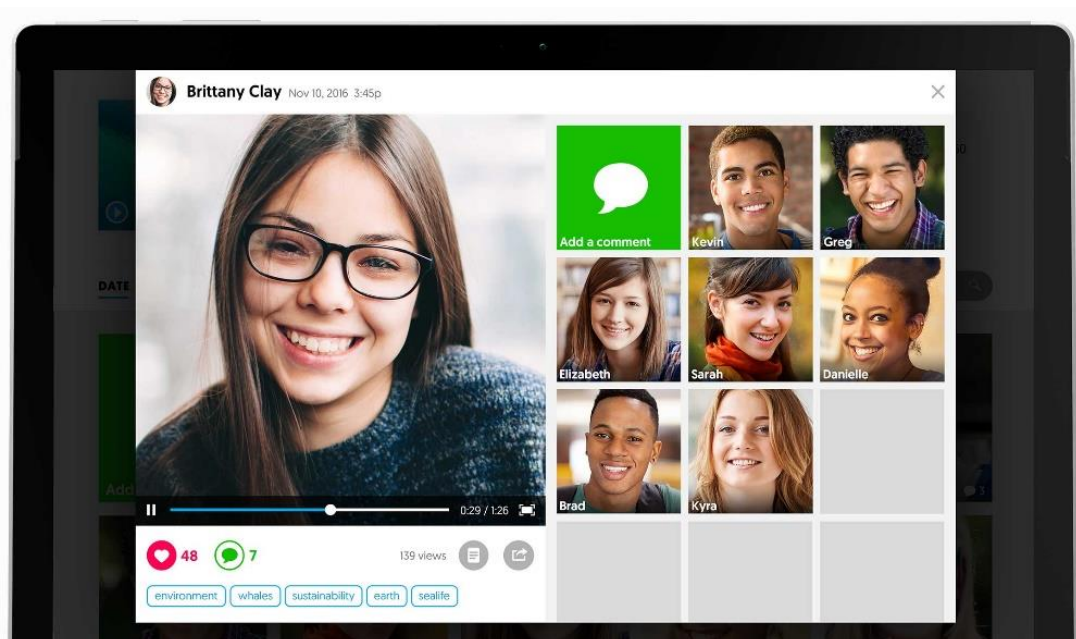


Figure 2. Screenshot of Flipgrid app. (<https://info.flipgrid.com/>)

In this way, willingness to communicate could increase if learners decided to talk freely, without pressure nor reasons to be shy. Thus, this unit is intended to be focused on developing the speaking skill by means ICT. The other activities from other skills (listening, reading and writing) will be also uploaded to the virtual platform. That is to say, this variety of activities is intended to increase learners' desire to interact in a foreign language, since they will be motivated by the fact that they will have to communicate with foreign students. Communicative competence and, more specifically, Willingness to Communicate (WTC) is therefore the main objective in this unit. Because of this, the Communicative Approach is the best way of reinforcing the oral skill with the purpose of facing real situations by using the English language.

Learning standards

According to the *Real Decreto 86/2015*, (dated on 25th June, DOG, 2015), the learning standards for this unit are the following:

Bloque 1. Comprensión de textos orales.

PLEB 1.3. Comprende, en una conversa formal en la que participa, en el ámbito educativo u ocupacional, información detallada y puntos de vista y opiniones

sobre temas de su especialidad y relativos a actividades y procedimientos cotidianos y menos habituales, siempre que pueda exponer preguntas para comprobar que ha comprendido lo que el interlocutor quiso decir y conseguir aclaraciones sobre algunos detalles.

PLEB1.6. Identifica los puntos principales y detalles relevantes de una conversa formal o informal de cierta duración entre dos o más personas interlocutoras, que se produce a su alrededor, siempre que las condiciones acústicas sean buenas, el discurso esté estructurado y no se haga un uso muy idiomático de la lengua.

PLEB1.8. Comprende, en una conversa informal o en una discusión en la que participa, tanto de viva voz como por medios técnicos, información específica relevante sobre temas generales o de su interés y capta sentimientos como la sorpresa, el interés o la indiferencia, siempre que las personas interlocutoras eviten un uso muy idiomático de la lengua y que no haya interferencias acústicas.

Bloque 2: Producción de textos orales: expresión e interacción.

PLEB2.1. Participa con eficacia en conversas informales cara a cara o por teléfono, o por otros medios técnicos, en las que describe con cierto detalle hechos, experiencias, sentimientos e reacciones, sueños, esperanzas y ambiciones, y responde adecuadamente a sentimientos como la sorpresa, el interés o la indiferencia; cuenta historias, así como o argumento de libros e películas, indicando sus reacciones; ofrece y se interesa por opiniones personales sobre temas de su interés; hace comprensibles sus opiniones o reacciones respecto a las soluciones posibles de problemas o cuestiones prácticas; expresa con amabilidad creencias, acuerdos y desacuerdos, y explica y justifica sus opiniones y sus proyectos.

PLEB.2.4. Compensa las carencias lingüísticas con cierta naturalidad pidiéndole ayuda a su interlocutor, y mediante procedimientos lingüísticos, como la paráfrasis o la explicación, y paralingüísticos.

PLEB.2.6. Inicia, mantiene y finaliza espontáneamente con cierta seguridad conversas y discusiones cara a cara sobre temas cotidianos de interés personal o pertinentes para la vida diaria, comunicándose con un repertorio lingüístico

sencillo, aunque a veces precise de hacer pausas para pensar lo que quiere decir.

Bloque 3: Comprensión de textos escritos.

PLEB3.2. Comprende el sentido general, los puntos principales y los detalles más relevantes en noticias y artículos periodísticos bien estructurados y de cierta longitud, en los que se adoptan puntos de vista concretos sobre temas de actualidad o de su interés, redactados en una variante estándar de la lengua.

PLEB3.8. Comprende correspondencia personal en cualquier soporte, y mensajes en foros y blogs, en las que se transmiten información e ideas, se pregunta sobre problemas y se explican con razonable precisión, y se describen de manera clara y detallada, experiencias, sentimientos, reacciones, hechos, planes y aspectos tanto abstractos como concretos de temas de su interés.

Bloque 4: Producción de textos escritos: expresión e interacción.

PLEB4.1. Escribe, en cualquier formato, informes breves en los que da información pertinente sobre un tema educativo, ocupacional, o menos habitual (por ejemplo, un problema inesperado durante un viaje), describiendo con detalle suficiente situaciones, personas, objetos y lugares; narrando acontecimientos en una secuencia coherente; explicando los motivos de ciertas acciones, y ofreciendo opiniones y sugerencias breves y justificadas sobre el asunto y sobre futuras líneas de actuación.

PLEB4.7. Escribe correspondencia personal y participa en foros y blogs en los que transmite información e ideas sobre temas abstractos y concretos, comprueba información y pregunta sobre problemas y los explica con razonable precisión, y describe, de manera detallada, experiencias, sentimientos, reacciones, hechos, planes y una serie de temas concretos relacionados con sus intereses o su especialidad.

Bloque 5: Conocimiento de la lengua y conciencia bilingüe e intercultural.

PLEB5.1. Se desarrolla en la mayoría de actividades de aula haciendo uso espontáneo de la lengua extranjera; reflexiona sobre el propio proceso de adquisición de la lengua y transfiere a la lengua extranjera conocimientos y

estrategias de la lengua y transfiere a la lengua extranjera conocimientos y estrategias de comunicación adquiridas en otras lenguas.

PLEB5.3. Utiliza la lengua extranjera como instrumento de acceso a la información procedente de diversas fuentes (biblioteca, internet, etc.) y como herramienta de aprendizaje de contenidos diversos, y, durante las actividades de aula, en situaciones de comunicación reales o simuladas, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas distintas, evitando cualquier tipo de discriminación y de estereotipos lingüísticos e culturales.

PLEB5.7. Se expresa oralmente y por escrito, en diferentes formatos, con cierta densidad léxica, evitando repeticiones innecesarias con el uso de sinónimos y palabras de significado próximo, e reconoce un léxico más especializado si cuenta con apoyo visual o contextual.

Assessment criteria

According to the *Real Decreto 86/2015* (dated on 25th June, DOG, 2015), the assessment criteria for this unit are the following:

Bloque 1. Comprensión de textos orales.

B1.1. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles relevantes o la información, las ideas y las opiniones, tanto implícitas como explícitas del texto, si están claramente señaladas.

B1.5. Reconocer las fórmulas de contacto social y las normas de cortesía, y las utilizadas para iniciar y terminar el discurso, así como la intención comunicativa de las personas que las utilizan en situaciones comunicativas variadas, relativas a temas conocidos o de interés personal, emitidos en lengua estándar, en un registro neutro, formal o informal, que contengan variedad de expresiones, estructuras y locuciones idiomáticas frecuentes, y términos habituales y cultos de uso común no especializados.

B1.7. Comprender la información esencial de conversas o discusiones en que se traten temas cotidianos generales o de su interés (necesidades materiales, sensaciones físicas y sentimientos, opiniones y experiencias personales) relacionados con el trabajo, los estudios y el tiempo libre, si las personas participantes articulan con claridad, pausadamente y en lengua estándar, y si no hay interferencias acústicas.

Bloque 2. Producción de textos orales: expresión e interacción.

B2.2. Demostrar la fluidez necesaria para mantener la comunicación y garantizar el objetivo comunicativo principal del mensaje, aunque pueda haber algunas pausas, para buscar palabras y vacilaciones en la expresión de algunas ideas más complejas.

B2.6. Conocer, seleccionar con atención y saber aplicar con eficacia las estrategias adecuadas para producir textos orales de diversos tipos y de cierta longitud, intentando nuevas formulaciones y combinaciones dentro del propio repertorio, y corrigiendo los errores (por ejemplo, en tiempos verbales, o en referencias temporales o espaciales) que conducen a malentendidos si la persona interlocutora indica que hay un problema.

B2.8. Demostrar cierta flexibilidad en la interacción por lo que respecta a los mecanismos de toma y cesión del turno de palabra, a colaboración con la persona interlocutora y el mantenimiento de la comunicación, aunque puede que no siempre se haga de forma acertada.

Bloque 3: Comprensión de textos escritos.

B3.1. Conocer y saber aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos principales, los detalles relevantes del texto, la información, las ideas y las opiniones, tanto implícitas como explícitas, claramente señalizadas.

B3.3. Identificar las ideas principales, la información relevante y las implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y que traten temas tanto abstractos como concretos dentro del propio campo de

especialización o interés, en los ámbitos personal, público, educativo u ocupacional o laboral, siempre que se puedan releer las secciones difíciles.

Bloque 4: Producción de textos escritos: expresión e interacción.

B4.1. Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos de estructura clara y de cierta longitud, por ejemplo, desarrollando los puntos principales y ampliándolos con la información necesaria, a partir de un guion previo.

B4.5. Presentar los textos propios, en soporte impreso o digital, de manera cuidadosa (con atención los márgenes, tachones, líneas derechas, letra clara, etc.) atendiendo no solo a la corrección ortográfica de la palabra, sino también al uso de mayúsculas y minúsculas, y signos de puntuación.

B4.6. Elaborar resúmenes y sintetizar información e argumentos partiendo de diferentes fuentes, y escribir notas recapitulativas, con claridad, exactitud, coherencia y fidelidad al texto original.

Bloque 5: Conocimiento de la lengua y consciencia bilingüe e intercultural.

B5.5. Demostrar interés por establecer relaciones entre la cultura propia y la cultura de la lengua meta para cumplir el papel de intermediación cultural, y abordar con eficacia la resolución de malentendidos interculturales, esforzándose por superar comparaciones o juicios estereotipados.

B5.7. Conocer y saber seleccionar y utilizar léxico oral y escrito común y más especializado cuando se cuenta con apoyo visual o contextual, relacionado con los propios intereses y las propias necesidades en los ámbitos personales, públicos, educativos y ocupacionales o laborales, y expresiones y modismos de uso habitual.

Assessment Procedure

On the one hand, this unit is going to be assessed in a formative way. To begin with, the teacher will take into account students' behavior, willingness to communicate (in class and in the videos) and motivation level when carrying out the different activities. In addition to this, the teacher will assess the oral interventions with some rubrics (Annex 6), with the purpose of examining mistakes and successes from different perspectives.

On the other hand, summative assessment will be carried out by a final composition and a final handout (made by the students) which includes the relevant vocabulary for facing the activities.

ASESSMENT PROCEDURES	
Oral interventions	50%
Reading Comprehension	10%
Vocabulary handout	10%
Final composition	20%
Motivation, behavior and participation	10%

Sessions

This unit consists of twelve sessions, where interaction among the learners between the teacher and the learners, and between Spanish and Chinese students is intended.

Session 1

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
1.1 This unit is intended to make learners develop their Willingness To Communicate (WTC). To do that, they will have to face a set of communicative activities by using ICT. Consequently, it should be necessary to make questions about possible topics that could increase WTC in them. The teacher asks students about the situations in which they have more or less enthusiasm in talking.	Use of English	Introducing learners into the upcoming activities.	CCL		20'	T → SS SS → T SS → SS	
1.2 The teacher provides students with an adapted version of the McCroskey's (1985) Willingness to Communicate Scale which asks for the level of motivation in a speaker to communicate (Annex 5). After a general explanation, learners do the test.	Use of English	Checking and comparing students' Willingness to Communicate according to different situations.	CCL	McCroskey's (1985) Willingness To Communicate Scale about speaking in different situations (Adapted)	30'	T → SS SS → T SS → SS	

Session 2 (SAMR Model: Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
2.1 Introduction. In the computer room, the teacher assigns a partner for each student and explains the vocabulary research that they have to do.	Listening	To introduce students the speaking task that will be carried out during the coming sessions.	CCL	Computer <www.gapyear.com>	10'	T → SS	Recording a video
2.2 Throughout a set of articles (Annex 1) from the website "Gapyear", learners carry out a vocabulary research concerning extreme sports. The activity is supposed to be done in the computer room. The words will be divided into four different semantic fields ('Dangers', 'Feelings', 'Equipment' and 'Verbs'), and they will be found by every two pairs.	Reading Use of English (Vocabulary)	To collect enough vocabulary in order to prepare students for the speaking activities about extreme sports.	CCL CD	Computer <www.gapyear.com>	25'	SS → SS	
2.3 With an application called 'Mindmeister', students will create a vocabulary map with those words that they have found. They share their mindmaps with the rest of classmates by email.	Use of English (Vocabulary)	To put together the different semantic fields related to the topic.	CCL CD	Computer <www.mindmeister.com>	15'	T → SS SS → T SS → SS	

Session 3 (SAMR Model: Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
3.1 The teacher uploads a video to the 'FlipGrid' platform encouraging each pair to carry out an online interaction, each one at their respective homes, by means of an online interaction. The different partners show the words found in the previous lesson, trying to explain their meanings by using the English language. Then, in class, concretely in the computer room, the teacher shows the videos and encourages learners to point out the oral mistakes and successes of their classmates.	Listening	Motivating learners to have an interpersonal conversation.	CCL CSC CAA	Computer <www.flipgrid.com>	25'	T → SS SS → T SS → SS	Recording a video
	Speaking	Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing an interpersonal conversation with a partner. Finding their common mistakes in order to be analyzed and modified for the next session.					
3.2 With the help of the 'Mindmeister' scheme, the teacher encourages learners to discuss about the chosen words from the articles, and adding new ones if possible.	Speaking	Checking, restructuring and completing the vocabulary handout to set relevant words that will be used in the following sessions.	CCL CD CAA	Computer <www.flipgrid.com>	25'	T → SS SS → T SS → SS	
	Use of English (Vocabulary)						

Session 4 (SAMR Model:Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
4.1 The teacher uploads to the 'FlipGrid' platform a disordered text about a "daredevil skydiver" who jumped "from 7.6 kilometers without a parachute" (Taken from The Guardian, see Annex 2). After that, the educator challenges students to arrange the parts of the text by adding some connectors provided. Learners are still with the same partners as the previous sessions. They arrange the text with the help of the connectors. After that, they upload a video in which each pair has to read the finished text throughout an online interaction. In class (in the computer room again), the teacher shows the videos and encourages learners to point out the oral mistakes and successes of their classmates.	Reading	To reinforce coherence in the English language.	CCL CD	Computer <www.flipgrid.com>	20'	T → SS SS → T SS → SS	Recording a video
	Use of English (Connectors)	To learn enough connectors in order to carry out the other speaking activities.					
	Speaking	Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing an interpersonal conversation with a partner. Finding their common mistakes in order to be analyzed and modified for the next session.					
4.2 With the help of the 'Mindmeister' scheme, the teacher makes learners discuss about the given connectors to order the article, providing new ones and adding a new column, called "Connectors", to the vocabulary handout.	Speaking	Checking, restructuring and completing the vocabulary handout, this time with connectors that will be used in the following sessions.	CCL CD CAA	Computer	30'	T → SS SS → T SS → SS	
	Use of English (Connectors)						

Session 5 (SAMR Model: Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
5.1 Introduction. The teacher divides the classmates into small groups throughout the 'FlipGrid' platform. After that, the educator uploads another video about Erik Roner (Annex 3), a MTV extreme sports star who died in a "freak skydiving accident" an athlete who talks about the moment when he suffered an accident when he was practicing his extreme sport. Students watch the video. The groups of learners comment the content of the video (feelings, sensations...) and upload their respective videos to the 'FlipGrid' platform. Then, in class, the teacher shows the videos and encourages learners to point out the oral mistakes and successes of their classmates.	Listening Speaking	To pass from interpersonal conversations to conversations in groups. Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing, in small groups, without the pressure of a live audience. Finding their common mistakes in order to be analyzed and modified for the next session.	CCL CD	Computer <www.flipgrid.com>	35'	T → SS SS → T SS → SS	Recording a video
5.2 The teacher dedicates the last minutes of the class to introduce the following session, teaching students to scan a QR code with their mobile phones, with the objective of applying this scanning for the next activity.	Listening Speaking		CCL CD		15'	SS → SS SS → T SS → SS	

Session 6 (SAMR Model: Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
6.1 Introduction. The teacher uploads to the 'FlipGrid' platform a presentation designed with the application 'Haiku Deck'. This presentation includes a QR Code. Students must scan that code with the application 'QR Droid'. Learners will find an article about Erik Roner again. This article includes some testimonies and reactions about his death. Students read the text and, throughout an online interaction, they discuss the main ideas in the same small groups as in the previous session. Then, in class, the teacher shows the videos and encourages learners to point out the oral mistakes and successes of their classmates.	Reading Speaking	To interact with ICT with the purpose of motivating the reach for the article. Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing without the pressure of a live audience. Finding their common mistakes in order to be analyzed and modified for the next session.	CCL CD	Computer <www.flipgrid.com> <www.haikudeck.com> <www.qrdroid.com>	25'	T → SS SS → T SS → SS	Recording a video
6.2 The teacher motivates learners to revise the article for a last time, making them find some important ideas that had been missed while they were doing the activity at their homes.	Reading Speaking		CCL CD CAA		15'	T → SS SS → T SS → SS	
6.3 The teacher provides students the adapted version of the McCroskey's (1985) WTC Scale again (Annex 5).	Use of English	Checking if the Modification activities have increased or not WTC in learners.	CCL	McCroskey's (1985) Willingness To Communicate Scale about speaking in different situations (Adapted)	10'	T → SS SS → T SS → SS	

Session 7 (SAMR Model: Redefinition)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
7.1 At the weekend, the teacher uploads a new video to the 'FlipGrid' platform. Learners will watch the Chinese students for the first time. The foreign mates will open a debate called "Failed Champions". In this video, the foreign students will play the role of very hard-working athletes that never could achieve a victory in their professional careers, confessing their stories to the Spanish students, as if it were a therapy group. After that, students make a composition with the goal of creating their personal story as "Failed Champions". At first, they have to introduce themselves, and then begin to confess their unsuccessful attempts, in the same way as in a meeting situation. When their writings are finished, they record themselves narrating the stories and upload the videos to the 'FlipGrid' platform. The teacher shows the videos in class.	Listening	<p>To introduce communication between Chinese and Spanish students.</p> <p>Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing without the pressure of a live audience.</p> <p>Making students reply foreign students who are also learning English as a foreign language.</p>	CCL CSC CD CCEC	Computer <www.flipgrid.com>	30'	T → SS SS → T SS → SS	
7.2 Being watched all the videos, the teacher encourages learners to point out the oral mistakes and successes of their classmates. Moreover, they emphasize their levels of creativity in the stories.	<p>Writing</p> <p>Listening</p>	Finding their common mistakes in order to be analyzed and modified for the next session.	CCL CSC CD CAA CCEC	Computer <www.flipgrid.com>	20'	T → SS SS → T SS → SS	

Session 8 (SAMR Model: Modification)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
8.1 In the computer room, the teacher shows a video to the students. The video includes a general explanation, combined with images, about the Parkour sport in China.	Listening	To establish an interaction between different cultures by showing how Chinese people practice the Parkour sport in their country.	CCL CD CSC CCEC	Computer	5'	T → SS SS → T SS → SS	Recording a video
8.2 By means of another Haiku Deck presentation, students have to scan another QR code with their mobile phones, by means of the application QRDroid, with the aim of reaching an article whose content is related to the previous video. Learners read the article and then they answer a set of comprehension questions about it (Annex 4).	Reading	Understanding and locating the main ideas from the text, as well as the most important points.	CCL CD CSC CCEC	Computer Phones <www.haikudeck.com> <www.qrdroid.com>	35'	T → SS SS → T SS → SS	
8.3 Instead of correcting the answers for the comprehension questions, the teacher encourages learners to upload the answers to the 'FlipGrid' platform, and they will be checked by the educator.	Listening	Making learners manage their 'FlipGrid' accounts by themselves, in such a way that the different answers could be available for everybody.	CCL CD	Computer <www.flipgrid.com>	10'	T → SS SS → T SS → SS	

Session 9 (SAMR Model: Redefinition)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
9.1 The teacher uploads a new video to the platform, in which classifies both Spanish and Chinese learners into small groups, and they must share ideas and suggestions to create a “thank you speech” after winning any sports competition. The groups of students exchange their ideas in order to ease the achievement of part of the final composition. They must include their career development, highlights, acknowledgements... any necessary resource to thank a final prize or reward. Then, in class, the teacher shows only the videos that were recorded by the Spanish students.	Listening Speaking	To start a brainstorm that would lead them to the final composition, interacting with their classmates and also with the foreign students. Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing without the pressure of a live audience. To point out the oral mistakes and successes in Spanish students.	CCL CD CSC CAA CCEC	Computer <www.flipgrid.com>	25'	T → SS SS → T SS → SS	
9.2 In the second half of the session, the teacher plays the videos that were recorded by the Chinese students, and motivates learners to remark common and different weak points between learners from two different countries.	Listening Speaking	Comparing and contrasting oral mistakes to establish a distinction between Spanish and Chinese people’s failures when speaking English.	CCL CSC CD CAA CCEC	Computer <www.flipgrid.com>	25'	T → SS SS → T SS → SS	

Session 10 (SAMR Model: Redefinition)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
10.1 In class, the teacher tells the students that they will spend all the class on completing a composition that is supposed to become a speech of gratitude in front of a wide audience.	Listening	Introducing students to the elaboration of a final essay. To understand the main purpose of the previous session.	CCL	Notebook	5'	T → SS SS → T	Recording a video
10.2 Students write down their compositions with coherence and creativity, developing the ideas that were shared in groups during the previous session. The structure of the essay will be the following: Description of the victory moment, career development, highlights, and acknowledgements to finish off.	Writing	To solidify the ideas taken from the previous session with the purpose of giving them a formal and elaborated shape, linking them with different connectors and putting the situation in a final speech context.	CSC CCEC CAA	Notebook	40'	T → SS SS → T	
10.3 In the last minutes, the teacher states that those speeches will be recorded throughout the 'FlipGrid' platform, and they will be listened and watched by the Chinese students as well.	Listening	To inform learners about the next Speaking activity, warning them that oratory level will be taken into account.	CCL		5'	T → SS SS → T	

Session 11 (SAMR Model: Redefinition)

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
11.1 The teacher uploads another video to the 'FlipGrid' platform, remembering that they have to record their written speeches and motivating them to talk with a good intonation, as if they were great speakers in front of a large public audience. Students record their speeches of gratitude. It is intended to make them talk with emotion, happy to have won, with the purpose of performing an interpretation as best as possible. Then, in class, the teacher shows the videos and encourages learners to emphasize the oratory and intonation skills in their classmates.	Listening Speaking	To point out their oratory skills in order to introduce definitely the new role of a professional athlete giving thanks for being the champions in an extreme sport's competition. Reinforcing Fluency, Accuracy and Willingness to Communicate by means of talking and practicing without the pressure of a live audience, this time facing a wide public who is expecting a speech of thanks.	CCL CSC CD CAA CCEC	Computer <www.flipgrid.com>	30'	T → SS SS → T SS → SS	
11.2 In the second part of this session, the teacher provides students a final document which includes all the mistakes that had been written down during the unit. This document is supposed to be analyzed and commented, setting a general overview that concerns general (and even specific) mistakes when speaking the English language.		Finding their common mistakes in order to lead them to a final table about normal and general mistakes not only in Spanish learners, but also in the Chinese ones.	CCL CD CCEC CAA	Computer <www.flipgrid.com>	20'	T → SS SS → T SS → SS	

Session 12

ACTIVITY	SKILLS	AIM	BC	MATERIAL	TIME	INTERACTION	HW
12.1 The teacher provides students again with an adapted version of the McCroskey's (1985) Willingness to Communicate Scale, which asks for the level of motivation in a speaker to communicate in different situations (Annex 5).	Use of English	Checking the efficiency of the chosen contexts for the whole activity, in terms of motivation and will. Comparing the results of the Redefinition tasks with the Modification ones in terms of WTC.	CCL	McCroskey's (1985) Willingness To Communicate Scale about speaking in different situations (Adapted)	30'	T → SS SS → T SS → SS	
12.2 The teacher encourages learners to offer different topics to be debated in other possible activities.	Use of English	Knowing more issues which could motivate students to talk about them using the English language.	CCL		20'	T → SS SS → T SS → SS	

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1. INNOVATION AND RESEARCH PROJECT

The use of SAMR model to improve EFL learners' willingness to communicate.

Abstract

The notion of Willingness to Communicate (WTC) is of utmost importance for developing the second/foreign language (L2) speaking skill. This project addresses the efficiency of using ICT tools in promoting English as a Foreign Language (EFL) learners' willingness to communicate, and specifically attempts to measure the effect of implementing ICT based on the SAMR (Substitution, Augmentation, Modification, and Redefinition) model. Puentedura (2010) devised this model to help teachers work with ICT resources in an appropriate way. This model is divided into two levels, Enhancement and Transformation, depending on the degree of the students' interaction with ICT tools. The Enhancement part further comprises Substitution and Augmentation levels, in which ICT replaces traditional activities in order to improve learning. While the Transformation level is composed of Modification and Redefinition. In this level, ICT tools are not only supposed to replace but also to rebuild the learning process. In this project, we intend to explore the effect of Modification and Redefinition levels on Willingness to Communicate of two groups of Spanish EFL learners. For that purpose, we will design two sets of ICT activities, one set per level, via Flipgrid <<https://flipgrid.com>>, a free online video-based discussion platform.

Keywords: Speaking, Willingness to Communicate, ICT, Flipgrid.

Resumen

Es un hecho que las habilidades orales en la lengua inglesa son uno de los principales puntos débiles para estudiantes extranjeros, especialmente para aquellos de nacionalidad española. En consecuencia, esta investigación pretende demostrar la efectividad de las TIC en "willingness to communicate" y motivación para hablar una lengua con fluidez. Para ello, se implementará el modelo SAMR (Sustitución, Aumentación, Modificación y Redefinición). Puentedura (2010) diseñó este modelo para ayudar a los profesores a trabajar

con las TIC adecuadamente. Este modelo se clasifica en dos procesos diferentes (Mejora y Transformación) dependiendo del grado de interacción de los estudiantes con las Tecnologías de la Información y la Comunicación. La parte de Mejora se compone por los niveles de Sustitución y Aumentación, en las que las nuevas tecnologías reemplazan actividades tradicionales para mejorar el aprendizaje. Por otro lado, el nivel de Transformación consta de los pasos de Modificación y Redefinición. En este nivel, las TIC no solo reemplazarían, sino que también transformarían el proceso de aprendizaje en los estudiantes. En este proyecto, se pretende explorar el efecto de los niveles de Modificación y Redefinición en el “willingness to communicate” de dos grupos de estudiantes. Es decir, las actividades diseñadas se centrarán en la parte de Transformación del modelo. Para lograr ese objetivo, se implementará Flipgrid <www.flipgrid.com>, una plataforma de discusión llevada a cabo por medio de vídeos, en cada uno de los niveles de Transformación.

Palabras Clave: Speaking, Willingness to Communicate, TIC, Flipgrid.

1. Introduction

This research project is mainly focused on developing willingness to communicate of English as a Foreign Language (EFL) by using Information and Communication Technologies (ICT). That is, the different EFL activities, which can be found in the teaching program that we have seen before (unit 10), are intended to make learners take the initiative to speak in a foreign language, offering backgrounds and stages that could be different from a more traditional classroom.

The notion of Willingness to Communicate (WTC) (MacIntyre, Clement, Dornyei, & Noels, 1998; McCroskey & Richmond, 1985; McCroskey & Richmond, 1982; MacIntyre, Baker, Clement, & Donovan, 2002) does not respond to a single pattern, but it relies on specific situations in which learners (and people in general) are influenced by the place or the type of people with whom they are talking. In addition to this, WTC depends on people's concrete feelings and emotions in each specific situation. In other words, the speakers' state of mind is essential for carrying out an appropriate interaction. However, some troubles can

obstruct a positive willingness to communicate in learners like the fear of failing in a good pronunciation, which is many times related to the concepts of shyness (McCroskey & Richmond, 1982) and pronunciation anxiety (Baran-Lucartz, 2014). In this way, this project emphasizes that those learners who are less willing to communicate tend to be the most introverted, so we could state that WTC is basically related to personality.

With regard to ICT tools, it is a fact that they are having an enormous impact on society, affecting practically all of the fields of study and work. As a consequence, society must become adapted to these changes in technology, which offers new generations methods and activities in education that could not be carried out in the past. However, teachers should manage the correct use of ICT with the purpose of catching students' attention with interesting activities and not making ICT a boring habit. With ICT, learners have also the possibility of interacting with the world, since they can be encouraged to work with real texts or real videos made by real and normal people. Thus, ICT tools provide a wide expansion of knowledge in linguistic and cultural terms. If we take into account that English is one of the most relevant and spoken languages in the world, we could find endless resources of activities and information.

For this research work, we plan to put into practice one part of Dr. Puentedura's Substitution, Augmentation, Modification and Redefinition (SAMR) model (2010). This model consists of a set of steps that have the final goal of improving and transforming the teaching and learning process through the use of ICT tools. In this case, in this project we want to improve EFL learners' willingness to communicate by designing some EFL activities based on the application Flipgrid <www.flipgrid.com> at each of the steps of the Transformation level: Modification and Redefinition.

2. Theoretical Framework

2.1 Willingness to Communicate (WTC)

In L2 learning, Willingness to Communicate (WTC) could be defined as "a learner's readiness to enter into discourse at a particular time with a specific person or persons using a L2" (MacIntyre, Clement, Dornyei, & Noels, 1998, 547).

That is to say, L2 WTC is related to the speaker's attitude and disposition towards the use of a language different from the mother tongue.

This notion depends on a wide variety of factors that have some influence on interaction because, according to McCroskey and Richmond (1985: 3), when a person intends to establish communication with another one, s/he finds some limitations and variables: "How the person feels that day, what communication the person has had with others recently, who the other person is, what that person looks like, what might be gained or lost through communicating, and what other demands on the person's time are present can all have a major impact". Consequently, Willingness to Communicate is not only related to the speaker's personality, but also to his/her situation and emotional state at the moment, which makes this concept increase its complexity.

The origin of WTC has been initially formulated throughout the contribution of a set of studies. One of them is Burgoon's (1976: 60) research about unwillingness to communicate, which is defined as "a chronic tendency to avoid and/or devalue communication". In addition to this, Burgoon points out some factors that influence on unwillingness to communicate, such as self-esteem or introversion. In another study, Mortensen, Arnston and Lustig (1977) consider that there is a tendency in people that makes them be willing or unwilling to communicate depending on the specific context. These authors call this phenomenon "predisposition towards verbal behavior". They rated predisposition in learners throughout a scale which evaluates the overall predisposition features. A study by McCroskey and Richmond (1982) consolidates the concept of WTC as related to the notion of shyness. McCroskey and Richmond (1982: 460) have defined shyness as "the tendency to be timid, reserved, and most specifically, talk less". The authors designed a shyness scale which consists on assessing the amount of talking in learners, estimating concrete levels of communication in students.

On the other hand, MacIntyre et al. (2002: 543) also pointed out the notion of age and gender as another issue that can influence on willingness to communicate in learners when using a second language, stating that these differences may show different markings in communication, since "sex likely interacts with age to influence L2 communication variables because of differences in boys' and girls' developmental paths during adolescence".

Another important factor that might have an influence on WTC could be the notion of pronunciation anxiety when a learner has to communicate in a foreign language. According to Baran-Lucartz (2014: 38), pronunciation anxiety would be characterized by the following definition:

Pronunciation anxiety is a feeling of apprehension experienced by FL learners either in the FL classroom or natural setting, deriving from negative FL pronunciation self-perceptions, fear of negative evaluation, and beliefs about the importance of pronunciation, difficulty of learning and the sound of the FL pronunciation, evidenced by typical cognitive, physiological/somatic and behavioral symptoms of being anxious.

According to these authors, students consider pronunciation of sounds as something essential for talking in a foreign language. That is to say, learners are aware that English pronunciation is considerably different with respect to the Spanish one. This factor, influenced also by shyness, makes learners be afraid of looking ridiculous when they strive to speak with another accent. Consequently, students are used to talk effortlessly, with fear of being laughed at by their classmates.

To reflect on the different variables in WTC, MacIntyre et al. (1998) designed the conceptual “pyramid” model, which points out the use of a second language to establish communication. It is divided into six layers, as shown in Figure 1.

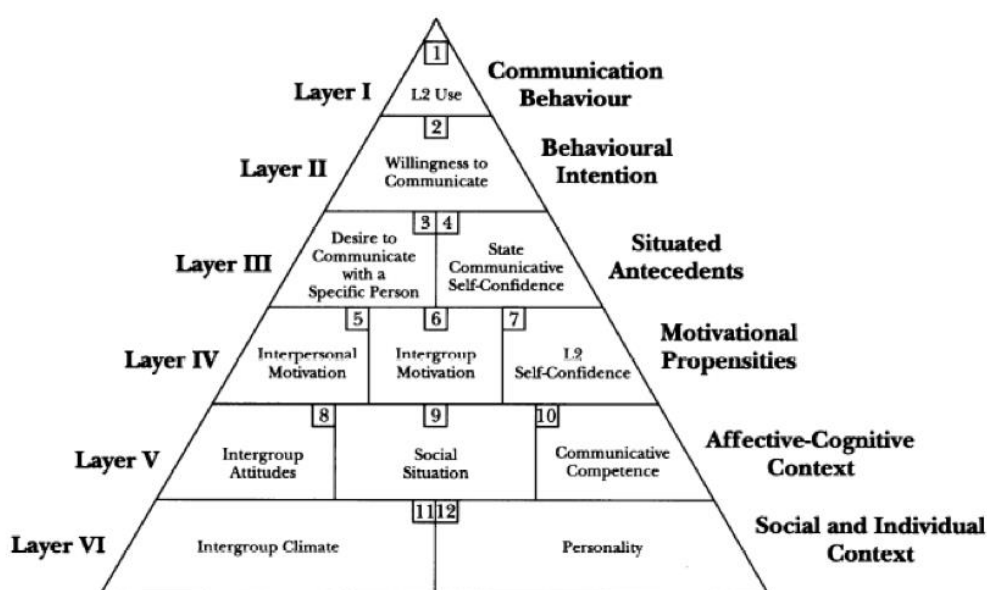


Figure 1: Pyramid model by MacIntyre, Clément, Dörnyei and Noels (1998: 547).

The first three layers (I, II, III) are focused on communication established in learners at a specific time, and layers IV, V and VI emphasize those permanent influences on willingness to communicate. As learner progresses across the pyramid, his/her control over the second language increases. In this way, the sixth layer, which is at the base, comprises the factors of “intergroup climate” and “personality”, which are “hypothesized to have an indirect influence on L2 WTC” (Mercer, Ryan, & Williams, 2012, 121). The fifth layer constitutes the individual’s affective and cognitive contexts, that include “intergroup attitudes”, “social situation” and “communicative competence”, while the fourth layer is composed by the motivational propensities in the student. This layer consists of “interpersonal motivation”, “intergroup motivation” and “self-confidence”. With respect to the third layer, it contains the “desire to communicate with a specific person” and “State communicative self-confidence”. This layer, as said before, explains a situation of communication in a transitory way. On the other hand, the second layer presents willingness to communicate in the second language, culminating the processes carried out in the previous layers with the purpose of using that second language.

Another factor that should be taken into account is the Willingness to Communicate Scale (McCroskey & Baer, 1985; Richmond & McCroskey, 1985), which has been adapted to the present research project. This instrument measures the level of Willingness to Communicate in different situations and with different types of people, from communicating with a single friend to interact with a large meeting of strangers. That is, the WTC Scale contains different kinds of interaction, which consist on talking with a stranger, with an acquaintance and with a friend. This questionnaire is composed by conversations in different contexts, bearing in mind the amount of people that would take part in the interaction.

2.2 Use of ICT tools to communicate in a foreign language

This concept has been object of debate in the last years. As the world is changing continuously, people have to adapt their life to these changes, which are mostly related to computer science and Internet. In the case of education, teachers need to get used to Information and Communication Technologies (ICT), which are defined by Blurton (1999:46) as “a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”.

The impact of ICT in society has reached practically all the fields in few years, allowing artificial intelligence to ease the human progress. The age of ICT tools has just started, so this implementation is supposed to be developed in the coming decades. In fact, in accordance with Sak and Saková (2006), near 75% of new generations has efficient knowledge concerning ICT tools. That is to say, the new students should be helped to learn by making use of ICT. Traditional methods in education do not result to be motivating enough for learners, so teachers would have to find innovative resources in order to make the learning process a funny and enjoyable game, and ICT may be able to make it real, at least while this kind of tools are seen as something delightful and original.

Thus, ICT can provide a wide variety of advantages in terms of teaching and learning, both inside and outside the classroom, which makes the teacher extend the lessons to a wide variety of new activities that could not be carried out in the past. For example, ICT can make learners acquire some basic skills easily, potentiating students' motivation with well-selected tasks. In other words, ICT are “transformational tools which when used appropriately, can promote the shift to a learner-centered environment” (Meenakshi, 2013, 6).

In spite of their recognized benefits, there could also be some disadvantages with respect to ICT in education that can obstruct the teaching and learning process. Bushati, Barolli, Dibra and Haveri (n.d.: 9) provide a list which include some handicaps when the use of ICT is not the correct:

ICT can create a partition, digital gap within the classroom, where students are more familiar with ICT and will have more benefits, will learn faster than others unfamiliar to technology; Can remove the attention from the main goal of the learning process to develop ICT skills, which may be a secondary goal in this process; May affect the connection process between teacher and student, as ICT become a communication

tool instead of face to face communication, so the distance of the transaction will increase; Also since not all teachers are ICT experts, they may be negligent in updating the content of courses, which can slow down the process of learning to students". [...] Also there is a need for training related to ICT by all stake holders; Cost of hardware's and software can be high; Exit from the concrete life and spread of virtual life; Feeling of filling that gap and loneliness; Informative learning; Individual learning; Individualism.

On the other hand, this research work is mainly focused on the use of ICT in order to teach English as a foreign language. As said before, their use in classrooms can increase the student's motivation, and, therefore, improve the learning of a foreign language, since ICT offers "a real context, authenticity and topicality of materials and a cross cultural perspective" (Kalnina & Kangro, 2007: 109). That is, learners can interact with the real world by using ICT, they can learn English throughout real websites with interesting and real information. English is one of the most widely spoken languages, so we could find a huge variety of options for learning it on the Internet. In this way, teachers must take profit of ICT with the general purpose of helping learners to be efficient when choosing, managing and classifying information (Gashemi & Hashemi, 2011). So, if learners become able to select and organize information in a foreign language, there would be many more possibilities to learn that language. In addition to this, the computer as a learning tool can be quite effective for practicing in oral terms. Thus, according to Padurean and Margan (2009), the development of computer by means of interactive activities can be a useful tool for catching learners in an extent variety of communicative tasks.

In terms of communication, ICT provide learners with the opportunity of practicing a language in front of a camera. The fact of practicing oral skills through video recording can be fundamental in talking in English without shyness. According to Chaudhari (2013: 43), "chat rooms and virtual environments" constitute "another motivating language learning opportunity using ICT [...] where the language learner can practise not only the written use of the language, but also speaking and pronunciation, without the fear of making mistakes". Similarly, Meriem Toumi (2015) states some positive consequences with respect to video recording in order to improve the speaking skill, since the use of a camera presents unlimited possibilities to improve the use of a foreign language. Thus, it may be helpful for making students check their own mistakes, so we could state that video recording may offer a kind of self-evaluation.

In addition to all this, the major quality that ICT can provide is the possibility of international interaction. That is, with ICT, learners are allowed to extend their options of communication, having the opportunity to talk with native English speakers and also with foreign people who are also learning English as a foreign language. In this way, Waheeda (2016: 123) points out a considerable progress in students by interacting online “with friends, other students, teachers, experts, and improve their oral proficiency with the native speakers and also improve intercultural awareness, motivation and raise the level of interaction”.

In order to implement the oral activities in a systematic way, this project research is mainly focused on the SAMR model, designed by Dr. Puentedura in 2010. This model presents four different stages, which are distinguished by the degree of use of ICT to carry out an activity. These four steps are, at the same time, classified into two categories: Enhancement and Transformation. That is, the first one is intended to make students improve, while the second one has the objective of remodeling the learning process in students. As stated above, this research work is only focused on the Transformation section, dividing the designed activities into the steps “Modification” and “Redefinition”, as Dr. Puentedura states. ICT is supposed to modify the learning process in some activities, but they will be intended to “redefine” it in others.

3. State-of-the-Art

3.1 Willingness to Communicate

An important body of research shows that WTC is closely related to the student’s degree of motivation towards English language or culture. For instance, Gardner (2007: 16) states that those learners who are interested in the English speaking countries, as well as their culture, “achieve higher grades in English than those who are less willing or less able to take on characteristics of another cultural community”. This idea is also related to Peng’s research (2007), whose final results have the purpose of proving if there is any type of correlation between willingness to communicate and “integrative motivation”. Consequently, her results show that there are considerable and positive connection of L2 WTC to the situation and learners’ motivation.

Furthermore, Shahini and Seyyedrezaei (2016) assessed this correlation using the same method, concluding, in the similar way as Peng (2007) that there is a slight positive correlation between WTC and motivation among students. Conversely, Ghanizadeh, Eishabadi, and Rostami (2016) also show in their results that there is an evident connection between Willingness to Communicate and motivation in those students who are learning a foreign language. Another study (Asmali, 2016) states that WTC is closely related to self-confidence in the student to express communication, his/her perspective with respect to the international community, and his/her degree of motivation to learn English as a foreign language. That is, those students characterized by a strong motivation, positive attitudes and self-confidence tend to be more willing to communicate in English, since the fact that a student is more or less confident relies on his/her personality.

Concerning McCroskey's WTC Scale, mentioned in the Theoretical Framework (McCroskey & Baer, 1985; Richmond & McCroskey, 1985), some results of its implementation have been found. In this way, Zakahi and McCroskey (1989: 102) stated in their research that there is a classification between "high" learners and "low" learners in terms of willing to communicate. The first ones were "more likely to agree to participate in an out-of-class communication study, were more likely to appear as scheduled initially, and were more likely to ultimately participate [...] than were low WTC subjects". Equivalently, McCroskey and Chan (1987: 49) claimed in their research that "more of the total participations in class, (after adjusting for unequal sample sizes), came from the students with high scores on the scale than from students with low scores on the scale".

With respect to the problem of anxiety, the different research projects show also a wide variety of results. For example, MacIntyre and Legatto (2010) argue that anxiety is not always reflected in the students' WTC, remarking the complexity of the relationship between both factors since, according to their results, the variables show positive relation, negative relation, or even independent one. Nevertheless, Baran-Lucartz (2014) collects other results that contrast with the previous ones, assuring that the outcomes present that WTC in FL learners is associated to their anxiety for their own impressions when speaking. On the other hand, Roach and Olaniran (2001: 32) point out the notion of "communication fear" which has, according to them, "a strong relationship with

his/her classroom state anxiety and with his/her instructional perceptions". That is, it might be said that anxiety is normally related to insecurity and, therefore, this factor depends more on the student's personality as well as his/her social skills.

3.2 ICT tools in Foreign Language Learning

According to the collected results, the use of ICT tools for educational purposes can become a considerable motivating factor for the teaching and learning process. This statement, of course, depends mostly on the type of activities proposed by the teacher. Thus, Kreutz and Rhodin (2016) point out that the attitudes of educators with respect to ICT may have an enormous impact on learners' motivation. That is, ICT tools themselves do not have to improve motivation in classroom, the teacher must select proper tasks with the purpose of catching learners' attention and potentiating their level of motivation. Another research results (Yusimah & Amjah, 2013) argue that learners respond to the online tasks better, expressing their preference towards ICT since they could be helpful to understand the lesson more efficiently. On the other hand, some studies (Frydrychova Klimova & Poulova, 2014, 55) collect that ICT in education could be seen as "stimulating" and "appealing" for learners, indicating that ICT "affects more senses at a time and thus, they could expand students' memory to remember things in an easier way". Therefore, according to this research, the use of ICT in classroom would be able to improve learners' level of memorization. Conversely, Haslinda, Hafizoah, and Noor Raha (2006) state that ICT provide learners a superlative control on their learning process, at least in those learners who use ICT frequently. Besides this, Haslinda et al. specify that ICT are conceived as a "promising future" to improve students' pronunciation, since they will make learners be able to modify and develop some aspects such as their accent or articulation.

With regard to ICT for improving oral skills, the most utilized resource would consist on recording videos in order to be uploaded later to the Internet. In this way, Andersen Lovli (2014) remarks that learners usually talk in English under pressure, and this is because of the presence of an audience. However, the opportunity of video recording allows them time enough to think about the sentences they want to say, not to speak of the opportunities of deleting the video

and starting again if the student is not convinced with the recording. In contrast, there are also some results that do not agree with these hopeful prospects concerning ICT for improving the speaking skill. For example, Lindner (2014: 15) notes that the result for his research present “that teachers do not consider ICT an appropriate tool for speaking activities”. Despite this, the results also indicate that “their general views on ICT for this language skill is better than their actual use of it”. That is to say, it should be possible that ICT have not offered proper tasks related to oral skills yet, but they have already made a good impression in learners, which points to the enhancement of this kind of activities for the near future. Otherwise, we should point out Baniabdelrahman’s research study (2013: 84), which consisted on making students record a diary every day with any digital recording, so learners decided to record those videos by using their mobile phones, then these videos were sent by email to the teacher, who uploaded them to a password-secured blog, with the purpose of being listened and commented by the students. It is necessary to add that the teacher used that blog to encourage and give feedback to learners concerning their oral skills. In accordance with the final results of this activity, “the shared diary method had positive and higher effect on the students speaking skill than what the traditional method had”. Similarly, in terms of assessment, McDougald (2009) describes ICT use as a really useful device for making students do “self-evaluations”. In other words, learners should record and listen to themselves with the goal of assessing and being self-critical with their pronunciation, fluency or accuracy.

Regarding the relationship between teachers and ICT, there are other results (Kabaka, 2016) that show “a small variation of opinion” in the students about ICT for learning oral skills. Consequently, these results indicate that the speaking skill is supposed to improve only if ICT tools are managed and controlled by experienced teachers. That is to say, the fact that the teacher has or not a highly skillful control of ICT is crucial for carrying out the teaching and learning process. Because of this, ICT are undoubtedly a field that teachers should take into account. Furthermore, to support this study, it should be mentioned that Erika Borg (2009: 37) qualifies the relationship between teachers and ICT as “an important condition”, which “depends to a great extent on the teacher’s skill in finding topics and material that the student is interested in”.

Conversely, the use of ICT relies on more factors that can obstruct the teaching and learning process. For example, some research results (Samuel & Bakar, 2006) point out that practically all of the teachers make reference to a lack of facilities in schools to use ICT in an effective way. This statement could be compared with Jimenez's research (2013), which contains information about how Costa Rican teachers have to face ICT tools with difficulty. Thus, Jimenez argues that a limited number of teachers has an appropriate access to ICT, concluding that this lack of access obstructs the chances of improvement. Another problem could be the lack of use on the part of learners, that is, it is true that new generations are getting used to live together with ICT, but it is also true that teenagers, in general terms, do not use the Internet or ICT for learning purposes. (Yunus, Lubis, & Lin, 2009, 1463).

4. Objectives

The main objective of this innovation and research project is reinforcing EFL learners' Willingness to Communicate by means of an ICT application, Flipgrid, that enables self video recording and sharing. In addition, we want to explore the use of different sets of activities, where Flipgrid is applied, at two levels of the SAMR model: modification and redefinition.

5. Methodology

5.1 Subjects

Two groups of Spanish EFL learners of the first year of bachillerato, aged around 16-17 years old, will take part in this project. The project is intended to be carried out in the state-funded school "Galaxia", a nonpublic education center located in Santa Uxia de Ribeira (La Coruña, Galicia, Spain). The students will be divided into two main groups: a control group and an experimental group.

5.2 Instruments

The students from each group will complete two tests during the experiment:

On the one hand, learners' EFL level will be assessed by means of the Oxford Quick Placement Test (OQPT) (University of Cambridge Local Examinations Syndicate; 2001). This test will be implemented at the beginning of the course, having the purpose of checking, or improving if possible, the English level of students. Thus, this implementation will be helpful to balance both groups and make a better comparison between them. In other words, the Oxford Quick Placement Test is supposed to help us compare learners with same levels of EFL between each group and within the experimental group.

On the other hand, the WTC level of the experimental group will be measured by means of the McCroskey and Baer's Willingness to Communicate Scale (1985), which can be found in Annex 5. This test presents a set of situations where different types of communication with different types of people (friends, acquaintances and strangers) take place, with the aim of making learners choose the degree of communication according to the specific backgrounds. For this research, McCroskey's questionnaire has been adjusted in order to compare the different wills in different situations, such as "presenting a thank you speech to a large group of acquaintances" or "talking in a large meeting of strangers to make a personal confession". McCroskey's questionnaire is intended to check if these distinct stages of the SAMR model below constitute or not a useful tool for increasing willingness to communicate and motivation in learners, comparing and contrasting possible improvements before and after carrying out the activities.

Moreover, as said before, we will implement the SAMR model (Puentedura, 2010) in the designed ICT activities. This model consists on marking the degree of use of ICT according to different steps. To begin with, it should be noted that the SAMR model is divided into two main parts: Enhancement and Transformation. The first step is focused on improving learning by making use of ICT, carrying out activities that could also be done in a traditional way, while the second step intends to change significantly learning in students, performing activities that could not be done without making use of ICT. In this way, each one of these main categories of the SAMR model is subdivided into two different steps. On the one hand, Enhancement is comprised by Substitution

and Augmentation. Substitution makes reference to carrying out traditional activities by using ICT without functional change, making learners read a digital map instead of reading a paper map, for example. Augmentation, in contrast, consists on doing activities using ICT in such a way that learning improves, such as writing a story to be shared and uploaded to a blog. On the other hand, Transformation is constituted by Modification and Redefinition. Firstly, Modification makes ICT rebuild and adapt traditional activities, intending to transform the process of the activities into something different. A good example of this could be practicing the oral skills by means of video recording instead of talking in class, as we try to do in this research study. With regard to the Redefinition step, it intends to transform the learning with ICT as well, but carrying out activities that could not be done in the past like, for example, establishing a direct interaction with people from other countries in the world, as we will intend to do in this project research with students from China.

5.3 Procedure

For each group, control and experimental, the teacher would need twelve sessions, that is, the learners will practice their willingness to communicate and motivation for over four weeks. The subjects from the control group are supposed to interact with each other by discussing topics in traditional discussion activities. The teacher will assume the role of mediator, with the aim of making students share their different perspectives about the topic. With regard to the experimental group, the students will have to face the Transformation levels in the SAMR model, facing the activities that can be seen through the sessions of Unit 10 (Extreme Sports). In this case, the steps are the following:

- **Modification:** In this stage, technology presents a significant task redesign (Puentedura, 2010), that is, this part of the SAMR model intends to reformulate traditional activities, in such a way that these ones would have to be significantly adapted to ICT, without possibility of being carried out in a different manner. In this research study, the teacher encourages learners to use the application Flipgrid <<https://flipgrid.com>>, which is a device for learning a foreign language, since it allows both students and teacher to upload videos to a platform, with the purpose of putting their

speaking skills into practice. Thus, Flipgrid can make students talk in English without being observed by all his/her classmates, they could speak intimately, free from pressure, which could help overcome their fear of public speaking. In this activity, the teacher proposes different kinds of activities (similar to the ones carried out in the control group), which have the final goal of making students record themselves, at their homes, answering giving their own point of view about the tasks proposed. Besides this, learners could have more than one opportunity to record their videos if they do not like the first try and, in contrast to speaking inside the classroom, learners can listen to themselves in order to be self-evaluated, which would have to be fundamental to check their oral mistakes. As they can express their oral skills in the English language just in front of a camera, the students would start to modify their learning process. That is, students will carry out a speaking activity which is similar to the traditional ones, but with the significant difference that ICT provides them the fact of talking lonely, and this may be essential for increasing their self-confidence when willing to communicate.

- **Redefinition:** In contrast to the previous step, Redefinition makes Technology create new tasks that were unimaginable in the past (Puentedura, 2010). Thus, in the last sessions, the teacher will intend to enhance interaction and WTC in the subjects from the experimental group by making use of Flipgrid. In this phase, learners from the experimental group will interact with students from a Chinese school to perform the different tasks, which are also similar to the ones in the control group, with the difference that Flipgrid will facilitate authentic interaction with people from a different country and culture. With this, learners would be likely to increase their motivation and WTC by speaking with foreign teenagers. In the same way as in the Modification activities, the students would record their videos at their homes, challenging their oral skills without the need of performing in front of an audience. That is to say, learners will keep recording videos in order to be uploaded, but the difference is that, this time, the audience is extended in such a way that they will have to communicate with foreign students who are also learning English as a foreign language. As this type of activities could not be done some

decades ago, learners could take these activities as modern and different, entailing successful results in reference to the teaching and learning process. In summary, these transversal activities, unconceivable in the past, could be essential for establishing a certain kind of communication that transforms and converts the teaching and learning process.

With regard to the administration times of these instruments, the SAMR model will be put into practice only in the experimental group, since the main goal is comparing WTC in those learners who will use ICT with those from the control group, who will carry out similar activities but in a more traditional way. At the same time, it is also intended to compare the Modification exercises with the Redefinition ones within the experimental group in order to see if there is any significant evolution in the subjects' WTC.

McCroskey's Scale will be implemented in the experimental group three times during the process, with the purpose of comparing students' willingness to communicate in the different stages of the research and checking if it increases or not throughout the activities. Thus, this questionnaire will be carried out before starting the Modification activities for the first time. The second time in which learners do the test will be after finishing these Modification exercises, and the third and last time is supposed to be done when culminating the Redefinition tasks.

Figure 2 shows a timeline of the different processes carried out during the investigation in the experimental group, displaying the number of times in which the tests are passed, as well as those sessions in which we use the steps of Modification and Redefinition.

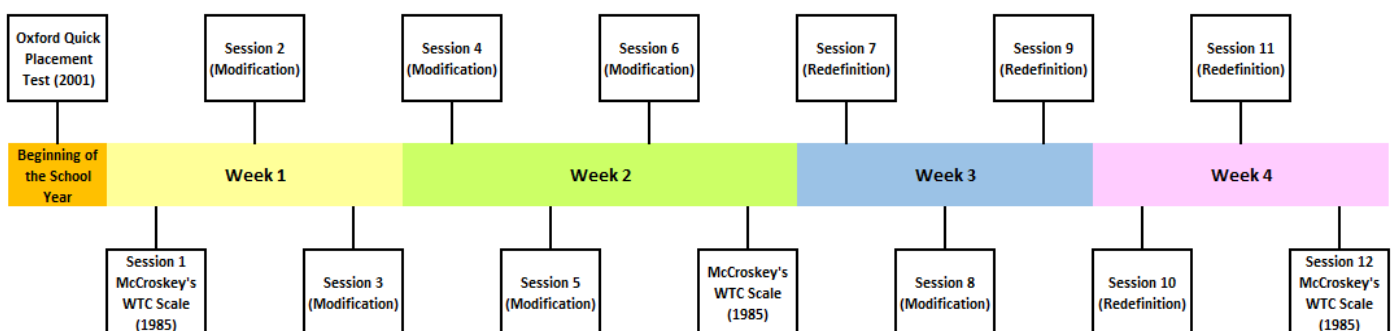


Figure 2. Procedure followed in the experimental group.

6. Expected Result and Discussion

On the one hand, the fact of using ICT tools for learning purposes is supposed to bring a set of advantages. To begin with, students will use a computer as the main tool to carry out the activities, they will control the pace of the task instead of being controlled. In other words, learners will be challenged to speak in English, but not with just one opportunity to do it, not in front of a lot of eyes that are watching them. In these activities, students have adequate privacy to put into practice a correct pronunciation, since they would feel less shame to speak fluently, being aware that they have as opportunities as they want to record the videos, which could reduce shyness and pronunciation anxiety in learners and increase their WTC and motivation. Besides this, it should be noted that the use of ICT for learning purposes is something modern and different, constituting a great opportunity to carry out the teaching and learning process in an innovative way.

On the other hand, this research work is intended to increase learners' WTC (and motivation) by means of interacting with Chinese students. When the experimental group starts to get used to communicate online with their classmates, it is supposed that their willingness to communicate will increase. In this way, learners from both countries will be able to share feelings and cultural aspects, putting the speaking skill into practice through interacting with the unknown, a factor which could also develop, or even transform their motivation and willingness to communicate. In addition to this, the experiment is supposed to prove how useful could be the SAMR model to distinguish different types of using ICT tools.

7. Conclusion

This research project emphasizes the development of willingness to communicate in students by utilizing ICT. It is true that digital speaking activities are still limited, since recording videos to be uploaded later is barely the one way to practice oral skills, but this fact could also give students the chance of talking lonely, without being pressured by the presence of other people, and listening/watching their own recordings could be useful for reinforcing their mistakes. The main goal of the proposed activities is to potentiate learners' spirit of initiative to talk in English, providing digital settings that could make the difference with respect to other traditional tasks.

As we have seen, the concept of Willingness to Communicate depends to a great extent on the student's personality. In accordance with the results found, extroverted teenagers are those who express more desire to talk in a foreign language. Despite this, our degree of WTC varies depending also on the feelings and emotions that we can have in a concrete day. That is, some senses like anger or sadness can alter our wish to speak. Apart from that, this research reveals that our degree of WTC is more or less high depending on the person with whom we are talking, since talking with a friend is not the same as talking with a stranger. Nevertheless, it should be noted that students tend to be afraid of talking in English, especially for fear of ridicule, thinking that they are going to seem stupid if they really try to speak correctly. This issue is also related to the concept of personality, because their extroversion and introversion marks the choice of trying or not trying to speak.

Concerning ICT tools, they have become one of the key elements for society over the last years, since nowadays practically all of the fields in society are being affected by this new technological age, when Artificial Intelligent works as a powerful support for humans. In the case of education, ICT constitute a useful device for both teachers and learners, since the fact of carrying out tasks by means of a computer can increase students' motivation and willingness to learn, at least while ICT are considered as something innovative and peculiar, because educators could face a risk of transforming ICT activities into a routine matter and, therefore, boring. In order to avoid this, teachers should have a certain knowledge regarding ICT. In addition to this, it should be noted that ICT

result to be a useful device for connecting different languages, perspectives and cultures. Since English is one of the most popular languages in the world, the Internet provides a huge variety of resources that could be profitable for learning the English language. Thus, ICT offer interesting videos or articles that could differ the teaching and learning process from a traditional English class.

Therefore, taking into account the SAMR model, the proposed activities for the experimental group would be related to two crucial aspects. On the one hand, the fact of carrying out activities by means of using ICT can be fundamental to “modify” the teaching and learning process because these activities could not be done without computing science, opening up new possibilities and methods to learn and practice, in this case, the English language. On the other hand, the activities are intended to pass from Modification to Redefinition by adding a new audience to the online interaction. That is, communicating with people from other country could be useful for reformulating the learning of English in oral terms.

The application Flipgrid <www.flipgrid.com> is supposed to provide learners the possibility of trying their oral skills without an external presence. This could be a fundamental factor especially for shy students, since these ones tend to be insecure to talk in front of the whole class. However, if they were offered to talk in English intimately, without being observed, it might be possible that their willingness to communicate increases.

However, this research study presents a set of limitations or things that might be improved. From my point of view, we could also have emphasized the Enhancement level of the SAMR model (i.e. Substitution and Augmentation) in order to prove the effectiveness of the whole Puentedura’s model. Otherwise, it could be interesting to have two experimental groups: one for carrying out activities related to Modification and another focused on Redefinition tasks. In this way, the comparison might be more successful. Finally, the third limitation of this experiment could be the small number of learners, since the amount of them depends highly on the variation of the results.

To conclude, it is necessary to state that the learning process of the English language must emphasize communication, since a language must be learned with the purpose of establishing interaction with native or foreign people. To do that, teachers must pay attention especially to the speaking skill, which is,

besides this, one of the weakest points in learners, another reason to give importance to them in the classroom.

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Annexes

Annex 1


Website: <https://www.gapyear.com/articles/sport-and-adventure/extreme>

Page 1 of 4 pages (36 results)




The 5 Most Adventurous Things to Do in South Africa

South Africa is a famous destination for extreme activities and adventure seekers. Here are just a few things to get your adrenaline pumping.




8 Places to Ski or Snowboard Without Snow

Skiing and snowboarding doesn't always need snow. Take to these sandy or stony destinations and all you need is skis, sticks, and suntan lotion.




The World's 10 Best Places to Learn to Surf

Learning to surf is one of the coolest things you can do. You look awesome, keep fit, and hang around on beaches. These are the best places to do it.



Preparing for a PADI Course in Vietnam

Scuba diving is one of the best things you'll ever do, but getting PADI open water certified can be daunting. Here's what you should expect.



Discovery Diving in the Great Barrier Reef

Many people visit Australia without seeing the

Annex 2

Website: <https://www.theguardian.com/us-news/2016/jul/31/daredevil-skydiver-jumps-from-76km-without-a-parachute>

Order the paragraphs and fill one connector in each blank:

As well as	However	As	After	Right before	Suddenly
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This is not unusual. [...], landing in the correct area mattered more for this skydive than it usually does – Aikins was attempting the first jump from such a height without a parachute.

[...] landing successfully, to cheers from the watching crowd, Aikins climbed out of the net and embraced his wife.

[...] he prepared to jump out of a plane at 7,600 metres (25,000ft), Luke Aikins could barely see his landing zone.

[...] making sure he hit his target, in order to land safely Aikins had to land on his back, meaning he had to flip around and tuck in his knees at the last second, a manoeuvre he practiced several times during the dive.

[...], at 1,500 metres, the other skydivers opened their parachutes, leaving him to complete the final stage alone. He had to direct his body towards the net while in freefall using only the air currents around him.

[...] the jump, Aikins said he had been ordered to wear a parachute but not open it, which could have potentially harmed him as he landed on the parachute canister. However, as the plane was climbing, that requirement was lifted and he jumped without a parachute.

Annex 3

Website: <https://www.thestar.com/entertainment/2015/09/29/witnesses-watch-in-horror-as-mtv-extreme-sports-star-erik-roner-dies-skydiving.html>

Video:

Entertainment


thestar.com

Q

accident

Witnesses watched in horror from a golf course when the performer slammed into a tree and was left dangling out of reach of rescuers.

Extreme sports star Erik Roner killed in skydiving accident



0:04 / 1:01

Erik Roner, 39, was a star of MTV's 'Nitro Circus' and was an avid skier, skydiver and base jumper. ()

By **OLGA R. RODRIGUEZ** The Associated Press
Tues., Sept. 29, 2015


Entertainment

thestar.com

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MTV / NITRO CIRCUS



Erik Roner, 39, was a star of MTV's 'Nitro Circus' and was an avid skier, skydiver and base jumper. ()

By **OLGA R. RODRIGUEZ** The Associated Press
Tues., Sept. 29, 2015

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Text:

SAN FRANCISCO—An extreme sports star skydiving for the opening ceremony of a golf event in Northern California died when he struck a tree Monday, authorities said.

Placer County Sheriff's Capt. Dennis Walsh said Erik Roner, of Tahoe City, died during a skydiving accident at a golf course in Squaw Valley, about 5 miles from Lake Tahoe's northwest shore.

Witnesses told deputies Roner, 39, was part of a group conducting a skydiving performance before a golf tournament when he hit a tree while trying to land and became entangled high above ground, Walsh said.

Authorities were not able to remove him from the tree, and Roner was pronounced dead at the scene.

The other skydivers landed safely on the golf course in Squaw Valley, home of the ski resort that hosted the 1960 Winter Olympics.

Walsh said the investigation was continuing and the Federal Aviation Administration was notified.

Roner's death comes four months after world-famous wingsuit flyer Dean Potter and fellow adventurer Graham Hunt fatally crashed after the pair leaped from Taft Point, 3,500 feet above Yosemite Valley, attempting to clear a V-shaped notch in a ridgeline.

"Erik was a beautiful man, great father, wonderful friend and the love of my life," his wife, Annika Roner, said in a statement.

Roner, a professional skier and avid BASE jumper, was known for being part of Nitro Circus, an MTV show centred around freestyle motocross rider Travis Pastrana and his crew of extreme sports athlete friends. He also hosted the TV show Locals on sports network Outside Television.

Nitro Circus ended in 2009 after two seasons. Nitro Circus Live, where Roner also appeared, aired on MTV2 for four seasons until last year, MTV spokeswoman Jennifer Solari said.

"Erik was an amazing person who made everyone and everything around him better," Pastrana said.

Roy Tuscany, a friend of Roner who witnessed the accident, said he watched as two other parachutists landed safely on the golf course's fairway for the ninth hole but then looked on in horror when Roner slammed hard into a tree about 25 to 30 feet above the ground.

He said Roner's parachute got caught in the tree and Roner dangled there while many on the ground scrambled to find ladders and other means to get to him. At one point, several people attempted to stand on one another's shoulders to reach him.

"There's no protocol for this kind of rescue," Tuscany said. "There's no manual. It was just horrible."

Tuscany said Roner was "hilarious" and was a "stand-up guy" who could always be counted on to help with benefit events like the golf tournament. The tournament is sponsored by the Squaw Valley Institute, a non-profit organization that describes itself as being "dedicated to presenting enriching and inspirational programs to the Lake Tahoe region."

"We are still trying to process this tragedy," said Rob Faris, a senior vice-president at Outside Television. "Our hearts go out to his family."

Outside Television will air Locals from 7 p.m. to 11 p.m. EDT Tuesday in Roner's honour.

Roner is survived by his wife and two children.

Annex 4

Website:

<http://www.mcclatchydc.com/news/nation-world/world/article30414144.html>

Answer the following questions about the text:

1. Apart from sports, which two things make both groups of people bring together?
2. Where did Parkour start for the first time?
3. Describe briefly how the situation between younger Uighurs and Han people was before the Parkour's arrival.
4. What is the main difference between both societies?
5. Did these societies share their cultures when they became friends?
6. Are Uighurs and Han people able to socialize without external pressure? Explain it.

Annex 5

<p>Willingness to Communicate Scale (WTC) (McCroskey's original version)</p> <p>Directions: Below are twenty situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left what percent of the time you would choose to communicate.</p> <p>____ 1. *Talk with a service station attendant.</p> <p>____ 2. *Talk with a physician.</p> <p>____ 3. <u>Present a talk to a group of strangers.</u></p> <p>____ 4. <u>Talk with an acquaintance while standing in line.</u></p> <p>____ 5. *Talk with a salesperson in a store.</p> <p>____ 6. <u>Talk in a large meeting of friends.</u></p> <p>____ 7. *Talk with a police officer.</p> <p>____ 8. <u>Talk in a small group of strangers.</u></p> <p>____ 9. <u>Talk with a friend while standing in line.</u></p> <p>____ 10. *Talk with a waiter/waitress in a restaurant.</p> <p>____ 11. <u>Talk in a large meeting of acquaintances.</u></p> <p>____ 12. <u>Talk with a stranger while standing in line.</u></p> <p>____ 13. *Talk with a secretary.</p> <p>____ 14. <u>Present a talk to a group of friends.</u></p> <p>____ 15. <u>Talk in a small group of acquaintances.</u></p> <p>____ 16. *Talk with a garbage collector.</p> <p>____ 17. <u>Talk in a large meeting of strangers.</u></p> <p>____ 18. *Talk with a spouse (of girl/boyfriend)</p> <p>____ 19. <u>Talk in a small group of friends.</u></p> <p>____ 20. <u>Present a talk to a group of acquaintances.</u></p>	<p>Willingness to Communicate Scale (WTC) (Adapted version)</p> <p>Directions: Below are twelve situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left what percent of the time you would choose to communicate.</p> <p>____ 1. <u>Present a thank you speech to a large group of strangers.</u></p> <p>____ 2. <u>Talk with an acquaintance about emotions and sensations.</u></p> <p>____ 3. <u>Talk in a large meeting of friends to make a personal confession.</u></p> <p>____ 4. <u>Talk with your girlfriend or boyfriend.</u></p> <p>____ 5. <u>Talk in a small group of strangers about emotions and sensations.</u></p> <p>____ 6. <u>Talk with a friend about emotions and sensations.</u></p> <p>____ 7. <u>Talk in a large meeting of acquaintances to make a personal confession.</u></p> <p>____ 8. <u>Talk with a stranger about emotions and sensations.</u></p> <p>____ 9. <u>Talk with a firefighter.</u></p> <p>____ 10. <u>Present a thank you speech to a large group of friends.</u></p> <p>____ 11. <u>Talk in a small group of acquaintances about emotions and sensations.</u></p> <p>____ 12. <u>Talk in a large meeting of strangers to make a personal confession.</u></p> <p>____ 13. <u>Talk in a small group of friends about emotions and sensations.</u></p> <p>____ 14. <u>Present a thank you speech to a large group of acquaintances.</u></p>
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Annex 6

Website: <http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecintro.pdf>

Dimension	The student: 4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Conversational Strategies	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> • circumlocution • survival strategies • intonation • self-correction • verbal cues 	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	<ul style="list-style-type: none"> • Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation. 	<ul style="list-style-type: none"> • Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> • Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations. 	<ul style="list-style-type: none"> • Uses limited vocabulary. • Mispronunciations impede comprehensibility.
Structure	Makes few errors in the following areas: <ul style="list-style-type: none"> • verbs in utterances when necessary with appropriate subject-verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
Cultural Appropriateness	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

